DOCUMENT RESUME

ED 157 412 HE 009 712

TITLE	Bibliography on New Forms of Post-Secondary Education.
INSTITUTION	Inter-American Development Bank, Washington, D.C.
PUB DATE	77
NOTE	291p.; Some parts of the document may be marginally legible
AVAILABLE FROM	Economic and Social Development Department, General Studies Division, Inter-American Development Bank, Washington, D.C.
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Education; *Annotated Bibliographies; Conference Reports; *Educational Alternatives; *Educational Innovation; Experiential Learning; External Degree Programs; Females; Higher Education; *Instructional Technology; International Education; Open Education; *Post Secondary Education; Teaching Methods
IDENTIFIERS	Contract Learning; Latin America

ABSTRACT

This bibliography was compiled for the Latin American Meeting on New Forms of Post-Secondary Education and the Seminar on Open Learning Systems held in Caracas, Venezuela, from September 25 to October 2, 1976. The book contains a total selection of 658 bibliographical entries on educational innovations. Part I consists of an annotated bibliography presented in English and arranged alphabetically by author. Part II consists of the topics contained in Part I and are cross-referenced, for which purpose a table of contents by subject in alphabetical order is given at the beginning. Papers that deal with one or more subjects are listed under each subject in alphabetical order under the title and number given in Part I. The bibliography is supplemented by an addendum on experiences in Latin American countries, and also includes papers presented at the Latin American Meeting. The innovations contained in the bibliography range from the advances made in methods of instruction and learning up to the latest advances in communications technology applied to education at all levels. (Author/SPG)

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BIBLIOGRAPHY ON
NEW FORMS OF POST-SECONDARY EDUCATION

BIBLIOGRAFIA SOBRE
NUEVAS FORMAS DE EDUCACION POSTSECUNDARIA

LATIN AMERICAN MEETING ON NEW FORMS OF POST–SECONDARY EDUCATION AND SEMINAR ON OPEN LEARNING SYSTEMS

REUNION LATINOAMERICANA SOBRE NUEVAS FORMAS DE EDUCACION POST SECUNDARIA Y SEMINARIO SOBRE SISTEMAS ABIERTOS DE EDUCACION

(CARACAS, VENEZUELA, 1976)

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Economic and Social Development Department
General Studies Division

Departamento de Desarrollo Económico y Social
División de Estudios Generales

Washington, D.C.
1977

BIBLIOGRAPHY
on
NEW FORMS OF POST-SECONDARY EDUCATION

BIBLIOGRAFIA
SOBRE
NUEVAS FORMAS DE EDUCACION POSTSECUNDARIA

Parts I and II - Partes I y II

Compiled by:
Compiladas por: Cecilia Domeyko de Vera

Under the direction of:
Bajo la dirección de: Fernando Molina Vallejo

Addenda on Latin America
Apéndice sobre América Latina

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Under the direction of:
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INTRODUCTION

Background and Purpose

This bibliography was compiled for the Latin American Meeting on New Forms of Post-Secondary Education and the Seminar on Open Learning Systems held in Caracas, Venezuela, from September 25 to October 2, 1976.

During the meeting of experts a version was distributed which contained 439 English language titles, to which parts I and II of the book refer, reporting innovations in education and associated subjects within the experience of industrialized nations. The bibliography has been supplemented by an addendum on experiences in the countries of Latin America, and also includes the papers presented at the meeting.

The innovations contained in the bibliography range from the advances made in methods of instruction and learning up to the latest advances in communications technology applied to education at all levels.

The material chosen was drawn from various sources and was compiled for the purpose of assisting persons interested in the various approaches and initiatives to make education more accessible and effective, in qualitative as well as quantitative terms, and commensurate with the rapid changes of the present-day-world. It is hoped that this publication will help not only educators and specialists in general but that it will be particularly helpful to all persons interested in education and its development in Latin America.

Compiling the Bibliography

Parts I and II of the book were compiled by Cecilia Domeyko de Vera, under the direction of Fernando Molina Vallejo. The addendum on educational innovations in Latin America as well as this volume were prepared by Gloria C. Uribe, under the direction of Maria Ester Sanjurjo, of the Social Studies Section, General Studies Division, Economic and Social Development Department, Inter-American Development Bank.

Organization

Part I of the book consists of an annotated bibliography which in this edition is presented in the English language in accordance with the version distributed at the 1976 meeting in Venezuela. Authors are listed in alphabetical order. Part II consists of the topics contained in the first section and are cross-referenced, for which purpose a table of contents by subject in alphabetical order is given at the beginning. Papers that deal with one or more subjects are listed under each subject in alphabetical order under the title and number given in Part I.

The Latin American addendum is arranged in alphabetical order by author, and following the general bibliography there are two lists of papers delivered at the Latin American Meeting on New Forms of Post-Secondary Education. The first of these lists documents within the context of the region and is followed by the list of general papers on experiences in other regions.

The book contains a total selection of 658 bibliographical entries on educational innovations which endeavor to place the greatest possible emphasis on publications or writings between 1970 and 1976. Hence many other valuable works may not be listed in the volume.

Some papers in Part I bear a number preceded by a two-letter prefix (ED or EJ) given in brackets. These numbers are used by the ERIC Clearinghouse on Higher Education which has summaries on microfiches. The microfiche summaries, as well as the hard copy papers may be purchased and reproduced at ERIC Reproduction Service, which has an excellent mailing distribution system. Purchase orders may be addressed to ERIC Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, U.S.A.

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Planning Non-Traditional Programs
Patricia E. Cross
Jossey Bass Publishers, 1974

Non-Formal Education: An Annotated Bibliography
Rolland G. Paulston (Ed.)
Praeger Publishers

ERIC Clearinghouse on Higher Education
Washington, D.C.

I N T R O D U C C I O N

Antecedentes y propósitos

Esta bibliografía ha sido compilada con motivo de la Reunión Latinoamericana sobre Nuevas Formas de Educación Post Secundaria y el Seminario sobre Sistemas Abiertos de Educación celebrados en Caracas, Venezuela del 25 de setiembre al 2 de octubre de 1976.

Durante la reunión de expertos se distribuyó una versión que contenía 439 títulos en idioma inglés a los cuales se refieren las partes I y II del libro, dando cuenta de innovaciones educacionales y temas conexos en referencia a las experiencias en países industrializados. Posteriormente, la Bibliografía fue complementada con un Apéndice sobre experiencias realizadas en los países de América Latina, el cual contiene adicionalmente los documentos presentados a la reunión.

Las innovaciones incluídas en la Bibliografía comprenden desde los adelantos en métodos de enseñanza y aprendizaje hasta los más recientes progresos en materia de tecnología de las comunicaciones aplicadas a la educación a todo nivel.

El material seleccionado proviene de distintas fuentes y ha sido compilado con el propósito de servir de ayuda a las personas interesadas en los distintos enfoques y tentativas para hacer la educación más accesible y efectiva, tanto cualitativa como cuantitativamente, al tanto con los vertiginosos cambios del mundo contemporáneo. Es de esperar que esta publicación sirva no sólo a educadores y especialistas en general, sino particularmente a todos los interesados en la educación y sus desarrollos en el ámbito latinoamericano.

Compilación bilbiográfica

La compilación de las partes I y II del libro estuvo a cargo de Cecilia Domeyko de Vera, bajo la dirección de Fernando Molina Vallejo. El Apéndice sobre innovaciones educacionales en América Latina y la preparación de este volumen fue realizada por Gloria C. Uribe, bajo la dirección de María Ester Sanjurjo, en la Sección de Estudios Sociales, División de Estudios Generales del Departamento de Desarrollo Económico y Social del Banco Interamericano de Desarrollo

Organización

La parte I del libro consiste de una bibliografía anotada que se presenta en esta edición en idioma inglés, conforme a la versión distribuída en la reunión de Venezuela en 1976. Figura por orden alfabético por autor.

La parte II se refiere a los temas contenidos en la primera sección, incluyendo referencias cruzadas, a efectos de lo cual contiene al comienzo un índice alfabético por tema. Las obras que tratan uno o más temas figuran bajo cada tema en orden alfabético con el título y numeración en que aparecen en la parte I.

El Apéndice latinoamericano se ordena alfabéticamente por autor y a continuación de la bibliografía general cuenta con dos listas de los trabajos presentados en la Reunión Latinoamericana sobre Nuevas Formas de Educación Post Secundaria. La primera se refiere a los documentos en el contexto de la región, seguida por la de los trabajos generales sobre experiencias en otras regiones.

El libro contiene una selección total de 658 entradas bibliográficas sobre innovaciones educacionales, a través de las cuales se ha tratado en lo posible de dar mayor énfasis a las publicaciones o escritos aparecidos entre 1970 y 1976, razón por la cual posiblemente muchas otras obras de valor no aparezcan en este volumen.

Algunas obras en la parte I llevan un número precedido por las letras ED o EJ que figuran entre paréntesis. Esos números son utilizados por el ERIC Clearinghouse on Higher Education, institución que cuenta con los resúmenes en microficha. Estas últimas, así como las obras en copia de papel pueden ser reproducidas y adquiridas en ERIC Reproduction Service, el cual mantiene un excelente sistema de distribución por correo. Las adquisiciones pueden solicitarse a: ERIC Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, U.S.A.

Derechos de autor

En la preparación de esta Bibliografía se han utilizado algunos resúmenes de libros publicados y síntesis en microfichas de las siguientes instituciones, a las cuales se agradece el permiso de reproducción:

Planning Non-Traditional Programs
Patricia E. Cross
Jossey Bass Publishers, 1974

Non-Formal Education: An Annotated Bibliography
Rolland G. Paulston (Ed.)
Praeger Publishers

ERIC Clearinghouse on Higher Education
Washington, D.C.

Part I
ANNOTATED BIBLIOGRAPHY

Parte I
BIBLIOGRAFIA ANOTADA

August, 1976
Agosto, 1976

AUTHOR INDEX
(Indice por autor)

A:

Aaron, Chloe and Kahlenberg, Richard.
1. - "The Cartridges are Coming."
Media and Methods VI.
September, 1970.
pp. 51-54.
An illustrated overview of the various film, tape, and other types of video cartridge systems. Originally prepared for the American Film Institute.

Adams, Jacqueline, J.
2. - "Britain's Open University Nearing End of Its First Year."
Chronicle of Higher Education.
Vol. VI, No. 10.
November 29, 1971.
Bibliography: p.4.
Author evaluates some facts and statistics on the first term of Britain's Open University.

Adler, Alfred.
3. - Understanding Human Nature.
Fawcett Publications, Inc.
Greenwich, Connecticut.
1927.
This book acquaints the general public with the fundamentals of Individual Psychology. At the same time it is a demonstration of the practical application of these principles to the conduct of one's everyday relationship, not only to the world, and to one's fellow men, but also the organization of one's personal life. The book is based upon a year's lectures given to an audience of hundreds of men and women of all ages and professions, at the People's Institute in Vienna. It attempts to point out how the mistaken behaviour of the individual affects the harmony of social and communal life and teaches the individual to recognize mistakes and how to adjust to communal life.

Allen, James E., Jr.
4. - An Open University/External Degree Program for Massachusetts. Recommendations Concerning a Possible Organizational Structure.
October 12, 1971.
28 p. (ED 071585)
Interest in the establishment of external degree programs and programs for off-campus higher education has been accelerated throughout the country by the recognition of the need for new approaches to the extension and improvement of higher education opportunity and for ways of reducing the cost of education to both students and tax payers. State and national college proficiency examination programs were inaugurated during the past decade, continuing education programs expanded, and colleges without walls or open universities established. Increased emphasis on the external degree is a logical outgrowth of these developments. In spring 1971, the Chancellor of the Massachusetts Board of Higher Education appointed two study teams to

A.

1) study the feasibility of an external degree program as a means of providing an alternate form of higher education in Massachusetts; and 2) develop recommendations concerning a possible administrative and organizational structure for the proposed external degree program. This document presents the results of the second study, and the conclusions and recommendations are based on information about the Massachusetts higher education system obtained from reports and memoranda, from analysis of legislation, from personal interviews with leaders of government and higher education, and from information about plans for the implementation of external degree programs elsewhere in the country.

Allport, Gordon W.
5. - Pattern and Growth in Personality.
Holt, Rinehart and Winston.
New York.
1961.

In this book, the author attempts to coordinate existing theories of personality development and structure into a new, more comprehensive one, while rejecting models that render personality a statistical construct or that do not see personality as an atuned and growing system. The author believes that "patterned individuality should be, and can be, a datum for the science of personality" and he "resists the reduction of personality to commonalities found in all men". Allport also refuses to reduce the study of personality to a study of roles, interpersonal relations or incidents within the sociocultural system, but stresses the unique, inner organization of motives, traits and personal style, pointing to a conception of man as a being with unique potential for growth.

Altbach, Philip G.
6. - Comparative Higher Education Abroad: Bibliography and Analysis.
Praeger Publishers.
1976.
275 p.

A selective and critical bibliography of materials on higher education, most of which were published in 1974. The 275 page volume includes books, articles and dissertations on higher education in all countries except the United States. Listings are arranged by country and region, with a subject-heading index. The second section of the bibliography contains brief notes on significant books published in 1974. The book also features two bibliographical essays: "The Economics of Higher Education"by Douglas Windham, and"Japanese Higher Education"by Ikuo Amano and William K. Cummings.

A.

Altbach, Philip G. and Kelly, David H.
7. - Higher Education in Developing Nations: A Selected Bibliography, 1969-1974.
Praeger Publishers.
1975.
240 p.
A 240 page bibliography on higher education in Asia, Africa, Latin America, and the Middle East. Listed in the volume are books, articles, dissertations, theses, government and international agency reports and documents. Entries are listed both by country and by subject matter. A guide prepared by Professor Altbach increases the effectiveness of the bibliography as a valuable tool for administrators, scholars, planners and others concerned with higher education in developing countries.

American Association for the Advancement of Science, Washington, D.C.
8. - "Non-Traditional Learning."
Science Education News.
April, 1972.
8 p.
Entire issue devoted to non-traditional learning and chapters dealing with new programs. Included are: "The Prospects for Non-Traditional Study" by Samuel Gould, "Accreditation of Non-Traditional Study Programs" by Gover J. Andrews, "New York Regents External Degree" by Donald J. Nolan, "The British Open University" by Stannard, Faculty of Science at the Open University, "Minnesota Metropolitan State College" by Douglas R. Moore, and "The University Without Walls" by Samuel Baskin.

American Association for Higher Education
9. - "Learner Centered Reform."
Publications.
Current Issues in Higher Education.
1975.
230 p.
Weighs the pros and cons of recent educational reforms, reports on the status of new programs, and takes a thoughtful look at the future of higher education. Contributors include Robert M. O'Neil, Jacqueline Wexler, Howard Bowen, and Clifton Wharton.

American Association for Higher Education.
10. - 31st National Conference on Higher Education.
Chicago.
March, 1976.
Six of the papers presented at this annual conference are: "In pursuit of Equality in Academe: New Themes and Dissonant Chords", by Eleanor Holmes Norton, "Academic Hypocrisy: "A Media View", by Noel Epstein; "Systems Theory Excellence and Values: Will They Mix", by Howard R. Bowen: "The Instructional Revolution", by K. Patricia Cross; "Men and Research: Both Still Dominate the Academic Scene", by M. Elizabeth Tidball; and "Report Card on America", by Timothy S. Healey.

A.

11. American Association of State Colleges and Universities.
- Alternatives for Later Life and Learning: Some Programs Designed for Older Persons at State Colleges and Universities.
Office of Program Development.
Washington, D.C.
1974. (ED 112735)
72 p.

The American Association of State Colleges and Universities (AASCU), has recognized the changing need within society to provide teaching resources to new student constituencies, which include working adults, housewives, former college dropouts, and older persons, whether in mid-career or in retirement. To reach this constituency, state colleges and universities have channeled learning resources into external degree programs, off-campus seminars, independent study field learning, and continuing education programs. This report is a compilation of responses provided by the members of AASCU to a survey of programs for older persons conducted in August 1974. The members listed and described special provisions and programs in four general areas: 1) special provisions of increased access by older persons to the regular academic and cultural offerings of the institution; 2) special programs or activities designed for and involving the direct participation of older persons; 3) pre-service and in-service training for professionals and paraprofessionals in aging-related fields; and 4) other institutional initiatives currently underway that relate to the needs of older persons.

12. American Council on Education, Washington, D.C.
- Higher Education and the Adult Student.
25 Oct., 1972. (ED 069238)
6 p.

Higher education in America today is increasingly the education of adults. Although full-time students are, when they start college, usually 18 year olds and financially dependent, the term "student" also covers very large numbers of persons who have dropped out and reentered, who are registered for courses but not degrees, who take refresher work in teaching and other professions, who enroll in correspondence and television courses, and who are served by higher education in a host of other ways. Even today, then, most students in many institutions are over the age of legal majority and carry full adult responsibilities. These characteristics require that they be given special educational consideration. This document presents an identification of central questions related to the education of adults and offers recommendations as to how to deal with the special problems that may arise.

A.

American Library Association.
13. - A Strategy for Public Library Change: Proposed Public Library Goals-Feasibility Study.
Martin, Allie Beth, Project Coordinator.
ALA, 1972.

This book analyzes the American public library from all points of view, starting from the 1950's. Basing its assumptions on surveys of librarians' opinions and other investigations, it follows changes in library methods and outlooks, criticizes the current public library system, noting that it lacks outreach qualities and the flexibility necessary for change in a rapidly changing technological society. Basing its opinions on papers, it makes recommendations and plans a strategy for public library change. A selected bibliography is included.

Anastasio, E. J., and Morgan, J. S.
14. - Factors Inhibiting the Use of Computers in Instruction.
EDUCOM.
Inter-University Communications Council.
Princeton, N.J.
1972.

Using a Delphi study to elicit opinions from a number of experts, the authors discuss factors which have thus far hindered the development and implementation of computer-assisted instruction and recommend action for the future.

Anderson, C. Arnold.
15. - Problems of Integrating Formal and Non-Formal Education.
Paper presented at SEAMEO/SEDAG and Korea/SEDAG Seminars on Non-Formal Education, Penang, Malaysia, and Seoul, Korea.
October, 1971.
p. 19.

Anderson forcibly argues that "a proposal to plan non-formal education is arrogant toward the common man, unlearned about the nature of planning, and poorly read in the literature on social change." Instead, he claims that "the major topic is one of incentives that will encourage the emergence and survival of viable forms of non-formal education--forms that are encouraged to grow out of the local culture and will maximize the potentials for modernization that may be latent in the local situation. The aim, in other words, is to encourage proliferation of diverse learning opportunities in the interstices of a country's structure for education-training and thereby to provide a more productive or effective and dynamically adaptive overall system of education for ongoing development."

A.

16. Andrews, Grover J.
- The Continuing Education Unit: A New Kind of Credit for Higher Education Continuing Education.
Paper presented at the Summer Seminar on Academic Administration.
Baylor University.
Waco, Texas.
July, 1974.
34 p. (ED 101082)
The Continuing Education Unit (CEU) has come into the American higher educational scene as a relevant response to public needs. The need for some kind of measurement for non-credit continuing education was established at a nationwide conference. The CEU--10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction--can be used in many ways in many areas, from measurement to participation recognition and from adult liberal education to professional continuing education. Administrative standards need to be established to ensure discriminating use of the CEU. The National Task Force on the CEU detailed such requirements, and the College Commission of the Southern Association of Colleges and Schools' adoption of the CEU furthered the establishment of standards. (Some workshop materials and organizational models are included in the paper to facilitate understanding of the CEU's proper application.) Implementation of the CEU while acknowledging its strengths and weaknesses is one response higher education can make to the need for ensuring quality of results and equality of access.

17. Angyal, Andras.
- Foundations for a Science of Personality.
The Viking Press.
New York.
1969.
The author takes a holistic approach to personality. He deals with general problems of personality on which psychiatrists, biologists, psychologists and social anthropologists can exchange views.

18. Ansbacher, Heinz L., Ph D. (Ed.).
- The Individual Psychology of Alfred Adler.
Harper Colophon Books.
Harper and Row Publ.
New York.
1964.
This book puts together Adler's contributions to the theory and practice of psychology in a systematic form. It is compiled by two close associates who took the trouble to search out non published material, as well as to put together public lectures, informal seminars and private conversations. The result is a compendium of what goes to make up Adler's Individual Psychology.

A.

19. Arnstein, George, E.
- The Non-Traditional College: How to Determine Minimun Standards.
Paper prepared for use at the Conference on Quality Control in Non-Traditional Postsecondary Education.
Antioch, College.
Columbia, Maryland.
November 10-12, 1974.
20 p.

(ED 101610)

Indicators of the quality of a non-traditional college are difficult to define since the outputs of non-traditional education differ from traditional outputs. This document assesses some of the possible indicators, including accreditation status; state charters, licenses, and approvals; the college catalogue listing of faculty and indication of institutional goals; what to look for at site visits; placement; accuracy of catalog; faculty organization and participation; student government and organization; and the quality and availability of dissertations. The cumulative impact of each of these factors may be helpful in assessing institutional quality.

20. Ashby, E.
- Any Person, Any Study.
McGrall Hill.
New York.
1971.

A noted British educator and member of the Carnegie Commission on Higher Education raises some tough questions in evaluating higher education in the United States from a fresh view point; the title implies his vision for the future.

21. Asheim & Others.
- Educational TV: The Next Ten Years.
Stanford University Institute for Communications Research Office of Educational Studies.
Washington, D. C.
U. S. Dept. of Health, Education and Welfare.
1965.

A.

Assembly on University Goals and Governance.

22. - "Report of the Assembly on University Goals and Governance." Chronicle of Higher Education.
Vol. V, No. 15.
Washington, D. C.
1971.
pp. 5-8.

The Assembly was founded by the American Academy of Arts and Sciences at Harvard University, Cambridge, Massachusetts in 1969 to stimulate educational reform and this important report is the first one written since the Academy was established. The report contains 85 theses which are intended to present goals to stimulate reform in higher education. The suggested goals include establishing the option of an interim period of work, service, or independent study during college for students. The report indicates that higher education should be provided for adults who want to keep abreast in their fields, find a new career, or obtain further education. The Assembly also indicated , as a goal, the establishment of national and institutional examinations to enable a student to be examined for credit for knowledge acquired through experience and independent study so that he could continue higher education at his competency level. Other suggested goals for innovation include independent study, tutorials for credit, and the use of new technology in teaching. The Assembly also suggests that individuals at the height of their careers be encouraged to teach in academic institutions to lend perspective.

Association for Educational Communications and Technology.

23. - "The Field of Educational Technology: A Statement of Definition." Audiovisual Instruction.
17, 36-43.
1972.

Based upon inputs from a wide variety of people, this statement attempts to define what is and what is not included in the field of educational technology and attempts to describe the important issues facing the field and its participants.

24. - Aviation Week and Space Technology.
"TV Education Role Gains World Interest."
August 23, 1971.
pp. 70-74.

Describes several projects planned by nations and multinational consortia for the use of satellites in mass education. Australia, Brazil, India the Arab States, The Andean countries and the United States have each undertaken studies of the feasibility of broadcasting televised instruction via satellites. Target dates tend toward the mid-to-late 1970's.-

B.

Babbott, Edward F.

25. - "Postponing College: Alternatives for an Interim Year." College Board Review, No. 80.
New York: College Entrance Examination Board.
Summer, 1971.
pp. 21-24.

Describes non-traditional study or work programs, or service opportunities for college age students not wishing to be registered in a traditional college program.

Baily, Stephen K.

26. - "Teacher Centers: Another British Idea Worth Importing." Phi Delta Kappan.
Bloomington, Indiana.
November, 1971.
pp. 146-149.

Teachers at British Teacher's Centers review curriculum and exchange teaching experiences with a view to innovation and reform by those directly responsible for teaching. Each center is organized locally. Teacher's Centers provide exhibits of new text books, programmed education and audio-visual aids. The Schools Council, an independent body composed of teachers, is responsible for research and development in England and Wales, and is available for guidance to the Teacher's Centers.

Barabas, Jean.

27. - Women: Their Educational and Career Roles. An Annotated Bibliography of Selected ERIC References.
ERIC-IRCD Urban Disadvantaged Series, Number 31.
August, 1972.

(ED 067423)

This annotated bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and social institutions. The listing emcompasses document citations in "research in education" from November 1966 through December of 1971, and journal citations in "current index to journals in education" from January 1969 through December 1971. Much of the literature cited is research oriented, and is divided into seven sections: Women in the society, counseling women, women in academia (as students), continuing education for women, career choice and development for women, and women in the world of work. Documents cited are concerned to a large degree with the women who has completed at least her high school education. The literature does bear cut the claims of discrimination which have been raised for so long, and, indeed, throughout the bibliography materials appear which talk to this issue. Other areas discussed in the literature cited are the attitudes of women in relation to society in general, the academic world, or the working world--career, job, or education in relation to marriage and family being the dominant theme; and programs and institutions for women such as special university programs, women's talent corps, and the New York State Guidance center for women.

B.

28. Barndt, Deborah.
- "Toward a Visual Study of Sociology."
Technical Report.
Part of an unpublished Ph. D. paper.
Department of Sociology, College of Social Science.
Michigan State University.
February, 1974.
Bibl.

A study on how visual media, such as still photography, filming and video tape can complement or, at times, supplement verbal analysis, research, etc., in the sociological, anthropological and educational fields. The pros and cons of utilizing these means are discussed and examples shown of how they have been effectively used. Conclusions are drawn on further development of what could become a new type of sociology: visual sociology. The author will shortly publish a sequel to this work: a sequence of photos used to illustrate her thesis.

29. Barrett, Laurence; and others.
- Report of a Visit to the University Without Walls by the Union for Experimenting Colleges and Universities Yellow Springs, Ohio, May 1972, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools.
North Central Association of Colleges and Secondary Schools.
Chicago, Illinois.
May, 1972.
26 p.

(ED 803909)

This document, reporting on a visit to the University Without Walls (UWW) of the Union for Experimenting Colleges and Universities, opens with a definition of the Union. When the Union applied for Correspondent Status in the North Central Association of Colleges and Secondary Schools, it was agreed that the decision should be based on the evaluation of teams visiting 8 of the 20 UWW units now active. Their fidings can be generalized as follows: 1) Still in their first pilot year, most of the units enroll far fewer than they expect to next fall. 2) In all the units the staff and student morale is very high. 3) In many units, the enthusiasm, conviction and willingness to work seem to be inspired by a director of unusual talent and dedication 4) In some respects, there is a fair degree of consistency among the units, in that they all give meaningful education to people of all ages off-campus and outside of the classroom. 5) Because the union does not dictate administrative procedures, in this regard the units show great variety in record-keeping, attrition rates, and general objectives. One recommendation made was that UWW define its procedures and objectives more precisely and establish methods to measure its graduates against the graduates of more traditional programs. The reports submitted by the evaluation teams are included in the appendices of this report.

B.

Bechwith, Gerald C.

30. - State Systems Planning and the Potential Application of Cable Television in the Development of New Institutions.
Michigan State Commission on Higher Education, Lansing.
Paper presented at the Conference on Cable Television, EDUCOM.
Princeton, N. J.
1974.
8 p.

(ED 093380)

Proposed in the Michigan legislature is the establishment of a new institution to be known as Wolverine State College: an institution without a campus or principal location. The proposed legislation articulates three distinct state policy objectives: 1) Under the umbrella of a single institution, the development of a meaningful alternative for individuals pursuing their own educational objectives; 2) adult and continuing off campus education which could be financed through a system of dual enrollments as well as other procedures; 3) the application of coordinated planning in off-campus education and the extension of off-campus services to new populations, thereby avoiding non-essential and possibly costly duplication of effort on the part of institutions statewide in their field. In addition, the concept of regional learning centers and the integration of the State Library is also embodied in this bill. Furthermore, cable television is central to two important ways. First, a multiple channel system with two-way capability could be employed to tie the proposed regional learning centers into a coherent statewide system. Second, the regional system can be expected to tie community cable systems operating on a commercial basis and thereby touch the homes of adults, for use as needed.

Belbin, R. M.

31. - The Discovery Method: An International Experiment in Retraining.
OECD.
1969.
p. 85.

This report describes four experiments using the discovery Method for older workers. The Austrian project was concerned with stonemasons, the U. K. project with locomotive drivers, and the Swedish study with the reading and interpretation of engineering drawings. In the United States, three case studies covered workers in machine shops, data processing, and electrical work. Belbin claims that these experiments prove the Discovery Method to be more suitable than traditional methods, especially for olderworkers. Moreover, it permits a shorter training period. With this method tasks and problems of various grades are presented to the trainees according to their level of knowledge and progress. It can find out how things work and why. A progressive series of tasks and problems are presented to the trainee enabling him to master the increasingly difficult and involved skills and knowledge. Belbin concludes that the success of the methods depends on the careful definition of the requirements of specific jobs and on their translation into an ordered series of tasks and problems. The training designer is therefore the key person in the program, and the wide use of this method depends upon increasing the number of such persons in each country.

B.

Bell, Richard H.
32. - "Another Black Box--Another Revolution?"
Educational Broadcasting IV.
June, 1971.
pp. 15-17.
Lists specific educational functions for which Television Cartridge Systems are well suited, but cautions against expectations of revolutionary change "until there is an acceptance of such fundamental changes in the educational structure..."

Belt, Forest H.
33. - "Television: 20 Years from Now."
Electronics World.
January, 1970.
pp. 25-29.
A contributing editor of this technical journal sees CATV as the nucleus of the television system of 1990.

Bendix, Dorothy; and others.
34. - "The Open University: An Annotated Bibliography."
Drexel Library Quarterly.
11; 2; 68-90.
April, 1975.
(EJ 122956)
An annotated bibliography covering the open university in the United States and Great Britain as well as the role of the library in such programs.

Bereday, George Z. F., (ed.).
35. - "School Systems and Mass Demand: A Comparative Overview."
Essays on World Education: The Crisis of Supply and Demand.
Oxford University Press.
New York.
1969.
pp. 93-110.
The author argues that any educational system regardless of its degree of democratization will be controlled by an elite simply because it is a system. Elites may be based on merit or birth; they will in either case seek to perpetrate elite status for their children through education and through control of government. Bereday claims that in any trapezoid educational structure, real quality of access and opportunity is impossible because of environmental inequities and inherent imperfections in the selection process. As a partial solution, he proposes a non-formal educational "un-system" stressing life-long learning flexibility, and easy access to education for all. He concludes that such un-systems, if created, would not become widely used in the near future because of difficulties in assessing qualifications because there appears to be no way to initiate un-systems without systematizing them to some extent, and because "most human systems are designed not to promote but to retard change."

B.

Berg, Ivar.
36. - Education and Jobs: The Great Training Robbery.
Praeger Publishers.
New York.
1970.
200 p.

It is well-known that America has an increasing shortage of skilled workers and a growing surplus of unskilled laborers. The conventional prescription for this imbalance is to try to educate more of the unemployed. Apart from its practical difficulties, this solution begs an important question: Are academic credentials important for doing the job or just for getting it? Is it true, as many business managers, government leaders, economists, and academics claim, that the worker's attitudes, trainability, capacity for adaptation, prospects for promotion, and job tenure improve with each increment of education? Or are the employers demanding too much education for the jobs they offer?

Berger's study, based on extensive data, demolishes eight conventional assumptions, point by point. He finds that, first, a growing number of workers have more education than they need to perform their jobs well--in some cases more than the employers themselves regard as desirable. Second, salaries are not necessarily closely related to education--many teachers and social workers, for example, earn less than plumbers and professional athletes. Third, an employee's productivity does not vary systematically with his years of formal education, particularly when experience is taken into account. Fourth, the rate of turn-over is positively associated with higher education. Fifth, upper-and middle-level employees are not the only ones who are over-qualified for their jobs--among workers in lower-skilled jobs dissatisfaction was found to increase as educational levels rose. Sixth, better-educated employees are often rated as less productive. Seventh, practice of basing teachers' salaries on the credits they earn toward higher degrees actually encourages teachers not to teach since those who feel overtrained tend to seek administrative positions or better-paying jobs in industry. Finally, in the armed forces it was found that "high-school graduates were not uniformly and markedly superior to non-graduates" and that non-formal training on the job was more important than educational credentials earned in formal schooling. In sum, this well-written and well-argued study demonstrates that formal schooling has more to do with improving the life chances of the already prosperous than with meeting the requirements of most jobs.

Bern, H. A.
37. - Universities Without Campuses: Bibliography of Educational Leadership.
Association for Supervision and Curriculum Development.
Washington, D. C.
January, 1971.

B.

38. Berte, Neal, R.
- Individualizing Education by Learning Contracts.
San Francisco, California.
1975.

Using the UWW and similar methods of contract learning with individual students.

39. Berte, Neal R.
- Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts About Experimentalism: Report of the Conference in January, 1972.
(Co-sponsored by the New College, The University of Alabama, and the National Science Foundation).
1972.
121 p.

Report from the representatives of diverse institutions engaged in experimental efforts in non-traditional education for a conference on innovations in undergraduate education. The conclusions that are brought out indicate that some implications for change may be of assistance to those bringing about new approaches. The represented institutions are: University of Wisconsin, New College, Florida Presbyterian College, Livingston College at Rutgers, Hampshire College, University of California at Santa Cruz, Antioch, University Without Walls, SUNY, Bensalem, and Ottawa University.

40. Billboard Publications.
- Vid News.
New York.
1971-1972.

This newsletter covers marketing and programming news on the hardware and software of video media: cassettes, cartridge, open reels, discs, films, and cable television.

41. Blakely, Robert J.
- I'm Beginning to Think Like A Bird or, Social and Philosophical Issues in the Use of Mass Media in Adult Education--A Review of the Literature.
October, 1971.
10 p.

(ED 054443)

The author's purpose is to point to some issues, indicate some differing positions and call attention to some sources of ideas and information. After indicating broad notions of adult education and mass media, he defines the issues broadly, with the key issue being the chasm between man's power and his ability to use it for his own good, individually and collectively. He then focuses on technology, of which media of mass communications are both causes and effects. To balance the allure of human-behavior technolatry, he notes the complexity of our human condition and the limits of human knowledge.

B.

Blomerly, Peter.

42. - "Regent's External Degree: How Far Have We Come?" Community and Junior College Journal.
45; 2; 6-8.
October, 1974.

(EJ 104649)

Described a program devised with the need to provide an access to higher education for the non-traditional student.

Bloom, Benjamin S.,(ed.).

43. - Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbooks 1 and 11.
1: Cognitive Domain.
11: Affective Domain.
David McKay Co., Inc.
New York.
1956.

The first volume, relating to the cognitive domain, (cognitive used to include activities such as, remembering and recalling knowledge, thinking, problem solving, creating), makes an attempt to classify the goals of education. The authors believe that the establishment of a common ground among different educators and schools, of the descriptive terms relating to education, will lead to a facilitation of goals. They believe that this is so, among other things, because the use of the taxonomy can help one gain a perspective on the emphasis given to a certain behaviour by a particular set of educational plans. Also, curriculum builders might find that the taxonomy helps them to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices. The handbook also includes constructive suggestions for measuring each class of objectives and offers a number of examples of the different item types which have been used by examiners.

The second volume, which refers to the affective domain, includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. The authors had a harder time preparing this volume due to the fact that the influence of affective factors has been less studied and is less taken into account of by the majority of educators.

Both handbooks are the result of a group effort. They are based on the result of the work of over thirty persons who attended taxonomy conferences and of that of test constructors, curriculum workers and teachers. Also, several hundred readers of the preliminary editions contributed criticisms, suggestions and illustrative material.

B.

Bourque, Susan.
44. - The Peruvian Political System and Peasant Organizations: A Model of Interaction.
Smith College.
New York,
1971.
39 p.

The author presents a model of analysis of change in Peruvian elites and the corresponding creation of three peasant organizations-- the National Federation of Peruvian Peasants (FENCAP) sponsored by The Popular American Revolutionary Movement (APRA), the Association of Leagues of Advanced Peruvian Peasants (ALPACA) sponsored by Acción Popular, and the Institute of Rural Education (IER) sponsored by the Catholic Church. She describes the extensive non-formal educational activities in these three "reformist agrarian" groups that seek to work within the system to develop linkages between the modernizing peasant and the national system.

Bover, B. L. and Keller, G. C.
45. - "Big Move to Non-Campus Colleges."
Saturday Review.
New York,
July 17, 1971.
p. 9.

Authors are concerned with provision of educational facilities which will take into account the financial crisis of rising costs in education, the tremendous creative energy of today's youth, and the return to college of adults. The authors maintain that intellectual competence is the aim of college education and that off-campus study will solve the educational needs of many. The authors are concerned with quality control and the method of determining credit for independent study. The article mentions "Afloat College Education", the program on the U. S. Navy. In this program professors are flown to ships in port and credit is given by examination for on-board reading and filmed courses.

B.

46. Bradley, A. Paul, Jr.
- A Role for Faculty in Contract Learning: Toward a Theory of Non-traditional Faculty Development.
Paper presented at the National Conference on Higher Education. (30th, Chicago, Illinois, March 23-26, 1975).
1975.
17 p.

(ED 111307)

Empire State College (ESC), a statewide college without a campus, requires non-traditional concepts of faculty, since their role as mentor in a contractual learning situation is more diverse than that of a traditional faculty member. The ESC mentor role involves several activities: advisement, intellectual development, evaluation, college development, and personal career development. In the faculty's attempt to carry out those functions five stages of development general evolve--antitraditionalism, estrangement, confrontation, turnaround and commitment and renewal. The importance of identifying these five stages of innovative faculty development is that in knowing about them steps can be taken to accelerate their completion. New and prospective mentors can profit from an understanding of these stages and of the problems they are likely to encounter.

47. Braybrook, Susan.
- The Open University.
Governors State University.
Park Forest South, Ill.
1973.
59 p.

(ED 076088)

This booklet describes Governors State University, an open university responding to the needs of junior/community college graduates and others working towards a baccalaureate and master's degree. Emphasis is placed on the concept of the open university, planning of the open university, who are the students and how they influence the planning process, how the educational aims will be realized, and how the open environment responds to the education programs. Facts and philosophy relating to Governors State University are presented. The conclusions indicate the success of the planning of this open university.

B.

48. Brossman, Sidney W.
- Access to Higher Education Through the Community Colleges.
California University, Los Angeles. ERIC Clearinghouse for Junior College Information.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D. C.
November, 1973.
10 p.

(ED 082747)

California's existing system of providing majority access to community colleges for all who desire to enter public higher education and limited access at the freshman level to the California State University and Colleges and to the University of California appears to be effective. The community colleges are well equipped to meet the needs that have resulted or will result from broad access. Attention should be focused, however on the following existing problems: 1) financial barriers to transferring to a four-year college to complete baccalaureate degrees because of lack of funds to pay living expenses; 2) the need to modify existing admissions standards to include measures to identify minority group students who could be overlooked by traditional measures; 3) additional factors that should be considered in respect to controlled access to the lower division of four year colleges are the student's ability to pay for his education and his racial and ethnic background, neither of which should preclude his being selected; 4) access is still inadequate in many rural areas and in some inner-city locations; 5) the need for more techniques to insure that potential students are aware of opportunities for postsecondary education, particularly for adults; 6) increased financial assistance to disadvantaged students.

B.

49. Burnett, C.W., and Badger, F.W.
- The Learning Climate in the Liberal Arts College: An Annotated Bibliography.
Curriculum Series No. 2.
Morris Harvey College.
Charleston, West Va.
1970.

Eighty-seven pages of annotated references about innovative ideas are divided into four sections: the liberal arts approach, curriculum, teaching methods and new media, and the teaching-learning process.

50. Burns, W. J., Ed.; Pfleger, Allan F., Ed.
- Optional Learning Environments and the External Degree. Conference Proceedings (July 18-21, 1973).

Available: Cleveland Commission on Higher Education,
1367 East 6th. St.
Cleveland , Ohio.
July, 1973.
166 p.

(ED 086110)

This report presents the proceedings of the conference on Optional Learning Environments and the External Degree, sponsored by Dyke and Ursuline Colleges. It was attended by 67 educators and students representing all of the accredited institutions of higher education in the Cleveland areas. The conference introduced basic ideas and methods of external learning and degree programs in New York, Minnesota, New Jersey, and abroad. Faculty and staff explorations of the multiplicity of problems raised by the conference participants are broken into 5 groups: 1) The Evolution, Development, and Current Status of the External Degree and Other Learning Options; 2) External Degree Examination of Administration, Curriculum, and Program Evaluation; 3) The Learning Contract; 4) The Student's Point of View; and 5) Summary, Conference participants are included.

B.

Business Week.
51. - "Bringing Graduate School to the Plant".
Business Week.
January 10, 1970.
pp. 64-65.

TAGER (Association for Graduate Education and Research) provides a microwave TV network to tap into courses at nearby universities and broadcast them to North Texas community plants. Fourteen hundred graduate students are in the advanced degree program. Cost of transmitting studios, electronic classrooms, and cost of broadcasting can average $ 1,000 per student to the student's participating company.

Business Week.
52. - "Higher Learning Moves Off the Campus".
Business Week.
January 16, 1971.
pp. 78-79.

Reviews the spectrum of new nonclassroom programs for credit and/or degree.-

C.

California State University and Colleges, Los Angeles.
Office of the Chancellor.
53. - Manual of Policies and Procedures for Preparation of Proposals and Administration of Pilot External Degree Programs.
June, 1973.
83 p.
(ED 987309)

This manual consists of a compilation of executive orders, policies, procedures, guidelines, and recommendations pertaining to external degree programs. The manual has been assembled in looseleaf form to facilitate revision as policies change or additional guidelines are developed. Emphasis is placed on 1) criteria to be utilized by the Commission on External Degree Programs in considering proposals from the campuses; 2) procedures for review and approval of pilot external degree proposals; 3) guidelines for preparation of proposals requesting approval for establishment of pilot external degree programs; 4) guidelines for admission, advancement to candidacy for the degree, and evaluation for graduation in external degree programs; 5) guidelines for evaluation of pilot external degree programs; 6) guidelines for fiscal evaluation of pilot external degree programs; 7) guidelines for administration of programs; 8) educational opportunity and financial assistance; 9) various models for external degree programs; 10) questions regarding external degree programs and Commission responses.

California State University and Colleges.
54. - Manual for Preparation of Proposals for External Degree Programs.
Commission on External Degree Programs.
Rohnert Park, California.
1972.
108 p.
(ED068069)

This manual consists of a compilation of California State College guidelines and recommendations relevant to external degree programs. Sections in the manual refer specifically to: 1) procedures to be followed by the Commission on External Degree Programs in acting on proposals received from the colleges; 2) criteria to be utilized by the Commission on considering proposals from the colleges; 3) guidelines for implementation of trustee regulations regarding fees, residence credit, and establishment of new majors; 4) a summary and attempt to categorize various models for external degree programs; 5) guidelines for preparation of proposals requesting approval for establishment of pilot external degree programs; 7) questions regarding external degree programs and Commission responses; and 8) an example of a proposed external degree program that has been approved by the Commission.

California State University and Colleges.
55. - The 1,000-Mile Campus.
Commission on External Degree Programs.
Rohnert Park, California.
1972.

This document describes various external and special degree programs being implemented throughout the nineteen member institutions.

C.

California State University and Colleges.

56. - Western Conference on External Degree Programs Proceedings.
Commission on External Degree Programs.
Rohnert, Berkeley, California.
1974.
4 p.

(ED 091991)

The proceedings of the Western Conference on External Degree Programs held in San Francisco, February 17-19, 1974, are presented. The keynote address discusses strategies for educational innovation, while two other speeches discuss the stresses of universalism and an interim conference report. Notes and questions from small group discussions, the conference agenda, and a list of conference participants are included.

Campeau, Peggie L.

57. - Selective Review of the Results of Research on the Use of Audiovisual Media to Teach Adults.
November, 1971.
29 p.

(ED 066923)

The purpose of this literature review was to summarize results of experimental studies on the instructional effectiveness of audiovisual media in post-secondary education. Studies which met seven major screening criteria were used. A study was generally accepted if it compared performance of experimental and control groups on objective measures of cognitive achievement. Of 200 items studied in detail, only about a dozen met screening criteria. These are summarized under the following headings: programmed instruction (the largest group); television, videotape, and motion pictures; slides, film-strips, overhead transparencies, and still pictures; radio and tape recordings; and multiple media. A closing section enumerates common methodological defects in recent media research. It is proposed that potentially interacting variables be: 1) defined according to some theoretical framework; 2) used in multivariate designs and 3) taken into account in planning more multi-media studies. More effort should also be devoted to replication and follow-up studies.

Carey, J. T.

58. - Forms and Forces in University Adult Education.
Center for the Study of Liberal Education for Adults.
Brookline, Mass.
1961.

Though it particularly focuses on liberal adult education, this is a detailed study of the range of forces which favor or impede the growth of adult education in American higher education; it explores the history of university adult education, the status of liberal education programming, and such factors as tradition, personnel, financial arrangements, goals and objectives, and community context.

C.

Carnegie Commission on Higher Education.

59. - A Digest and Index of Reports and Recommendations: December, 1968 to June, 1972.

Carnegie Commission on Higher Education.
Berkely, California.
1972.

This book contains digests of the thirteen Commission reports published before June 1972.

Carnegie Commission on Higher Education.

60. - "Educational Technology."
The Fourth Revolution.
U. S. Congressional Record.
92nd. Congr., 2nd Sess., 1971.
A report and recommendations by the Carnegie Commission on Higher Education.
June, 1972.
McGraw Hill.
1972.
pp. 59-160.

A study made by the Carnegie Commission on the present use of technological media in higher education in the U. S. Media in secondary, college and university, and the changing roles of teachers, students, educational institutions and libraries. Future widescale use of educational technological media up to the year 2.000. Recommendations made by the Carnegie commission on how these media should be applied, extended, better utilized and financed.

Carnegie Commission on Higher Education.

61. - The Future of Higher Education: How to Get There from Here.
McGraw Hill.
1971.

This catalog gives references and abstracts for the first nine Commission reports, the first twenty-two sponsored research studies, and the first three technical reports.

Carnegie Commission on Higher Education.

62. - Less Time, More Options: Education Beyond High School.
McGraw Hill Co.
New Jersey.
January, 1971.
45 p.

This is the first report of the Carnegie Commission on Higher Education. It is valuable, well organized research report proposing reforms in post-secondary education. The Commission recommends that students be encouraged to obtain service and work experience. It recommends that a variety of educational options be made available. The report proposes extensive changes in degree structures. The Commission indicates the importance of research in testing to create tests which will measure competence. Includes detailed appendices.

C.

63. Carnegie Commission on Higher Education.
- New Students & Places.
McGraw Hill.
New York.
1971.
Bibliography: pp. 155-158.

64. Carnegie Commission on Higher Education.
- The Open Door Colleges.
McGraw Hill
New York.
1970.

65. Carnegie Commission on Higher Education.
- Reform on Campus: Changing Students, Changing Academic Programs.
McGraw Hill Book Co.
New York.
June, 1972.
135 p.

This report made up by the Carnegie Commission proposes reforms in higher education which will enhance the opportunity for each student, given his natural strengths, to find a learning environment that will best help him create for himself a fuller and more satisfying life. A century ago, higher education in the U.S. was modernized to reflect the new role of science, the rapid industrial advance of the nation, the surging populism of the people. Now the report urges, education needs to be more completely humanized in the sense of being made more accessible to more young people, and of being further adapted to the individual characteristics and attributes of its students. The report also urges a new period of accelerated reform basing its assumptions on opinions of students and faculty. It believes that these should be undertaken within the spirit of the "academic constitution" that sets forth the general principles that have come to govern academic life, extending what is excellent, improving what is already good and seeking out for renewal specific areas where problems exist. The report goes on to identify these areas and suggests remedial actions.

66. Carnegie Commission on Higher Education.
- Toward a Learning Society: Alternative Channels to Life, Work & Society.
McGraw Hill.
New York.
1973.

C.

Carpenter, C.R.
67. - "Toward a Developed Technology of Instruction 1980."
Campus 1980.
Alvin C. Eurich, ed.
Delta Books.
New York.
1968.
pp. 236-254.
An essay discussing the facilities, organizational structure, and philosophy needed to optimally use technology in education.

CATV.
68. - "Financial Community Cautious in Approach to Financing "-Wired Nations-" in Next Decade."
CATV.
July 5, 1971.
p. 5.

An NCTA Financial Seminar predicts difficulty in raising the $10-15 billion needed for CATV to reach its goal of 60% saturation of all homes within ten years.

Cavert, C. Edward, Comp.
69. - Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education.
State University of Nebraska, SUN.
Lincoln, Nebraska.
1974.
210 p.

This conference report concerns one of the major issues in American higher education: the broadening of educational opportunities for the many adults who find it impractical or impossible to continue their education in the more conventional ways. The goal of the conference was to provide educators with information useful to the design of effective learning experiences for this segment of the population. General session topics described the broad field of open learning and defined the specific issues in technology-based open-learning systems. Special sessions looked at the broad topic of open learning systems in higher education from the frame of reference established in conventional campus or instutional settings. Case study demonstrations exemplified how issues were recognized and resolved in various types of operational settings...

C.

... Following each case study, speakers drew from the demonstration the key issues recognized and those that appeared to remain unresolved in that specific operational setting. Concurrent sessions provided detailed briefing information on the Nebraska-based State University of Nebraska program. Sessions on special topics communicated a broader range of information that may not have been categorized in the specific issues identified. Conference papers were selected from those submitted for consideration focusing on the issues of technology-based open learning systems.

70. Cavert, C. Edward. (Compiled by).
- "Designing Diversity '75."
Conference Proceedings.
Second National Conference on Open Learning and Non-Traditional Study.
Sponsored jointly by UMA; JCET and FICE.
Washington, D. C.
June 17-19, 1975.
449 p.

Eighty people contributed to the thoughts, observations, concerns and comments of this book, in which educational experts from all over the world share their views on open learning in higher education. Open Learning Systems are analyzed from all points of view, from the characteristics of a regional Open Learning University, cost-effectiveness in open learning to government concerns and policies, both current and future. Besides management and financing problems, academic and curricular patterns are discussed: curricula, adult development, life-long learning, minority audiences and women in open learning, and the place of federal agencies in this emerging field. Next, communications technology delivery patterns are analyzed in more than fifteen articles by different experts: the use of broadcasting in Education, cable television, satellite broadcasting and the role of computer technology in an open learning environment. Newspapers and libraries and their role in this type of new education procedure. Also, the relation between research and open learning and what its perspectives are for the future.

71. Center for Educational Reform.
- Annotated Bibliography on Educational Change.
Center for Educational Reform.
Washington, D. C.
1971.
22 p.

This volume lists books and periodicals dealing with educational change and alternative models. Each entry includes a brief description. Numerous items on non-formal education programs and possibilities are contained.

C.

Center for Improvement of Undergraduate Education.

72. - Alternatives for Learning: Innovation in Undergraduate Education.
Cornell University.
52 minute documentary film.
Association-Sterling Films.
600 Grand Avenue.
Ridgefield, N. J.

As a part of an "Innovations Project" under a grant from the Exxon Education Foundation, the Center for Improvement of Undergraduate Education at Cornell University has produced "Alternatives for Learning", a 52 minute documentary film. This film depicts seven of the major trends in innovation, and not incidentally, ones that lend themselves to a visual presentation. For many people, the film provides a first look at several new alternatives for learning. It is descriptive of programs deemed successful by specific teachers and their students. Its purpose is to stimulate discussion within a wide variety of institutional settings. The seven innovations shown are: audio tutorial instruction; computer assisted instruction; simulation and gaming; junior year abroad (study in a foreign country); the floating campus; the Open University and the University Without Walls.

Center for International Education.

73. - Non-Formal Education Center; Annual Report, 1974/75.
University of Massachusetts.
Amherst, Mass.
1975.

This publication describes the project undertaken by the Center for International Education of the University of Massachusetts aimed at strengthening and developing its competence in non-formal education in the developing world. It describes in detail, the general background of the problem, the purposes and objectives of the project and the accomplishments up till now. The utilization of institutional response capabilities in development programs is seen and plans are outlined for the period 1975/76.

Center for the Study of Liberal Education for Adults.

74. - College Without Classes: Credit Through Examinations in University Adult Education.
Brookline, Mass.
1961.
46 p.
(ED 030 042)

Survey of member institutions of the Association of University of Evening Colleges and the National University Extension Association sought to determine the prevalence of giving credit or advanced standing by examination, what instruments are used for such purposes, and tendency to favor the application of credit or advanced standing to either technical or general education, tendencies for or against applying testing devices in the adult education program, and current faculty or administrative attitudes toward credit without classes.

C.

Centre for Educational Research and Innovation (CERI).

75. - Alternative Educational Futures in the United States and in Europe: Methods, Issues and Policy Relevence.
October, 1972.
The rationale underlying the three reports included in this publication is that educational and societal futures are closely interdependent and that eventually educational planning and policy-making needs make explicit the alternative value systems that will prevail in future society. The purpose is to examine possible changes in social and political values and to develop educational models which are based on a multi-dimensional goal assessment and on alternative strategy considerations.

Centre for Educational Research and Innovation. (CERI).

76. - Case Studies of Educational Innovation: IV Strategies for Innovation in Education.
O.E.C.D.
1973.

Centre for Educational Research and Innovation (CERI).

77. - Recurrent Education: A Strategy for Life-Long Learning.
August, 1973.
Presents the arguments against a simple expansion of the formal and youth oriented educational system: the problems of motivation, the postponement of genuine contact with life outside educational institutions, the problem of imbalance between education and the labour market; reviews equal educational opportunities for both adults and youth in the perspective of recurrent education.

CIDOC.

78. - Catalog No. 13.
CIDOC.
Cuernavaca.
April, 1971.
p. 28
This catalog describes, first, the aims of the Center, "CIDOC is not a university but a meeting place for humanists whose common concern is the effect of social and ideological change in the minds and hearts of men. It is setting for understanding the implications of social revolution, not an instrument for promoting particular theories of social action. It is an environment for learning, not a headquarters for activist planning. It then describes the archives, library, and publications; the Language School ("for highly motivated and disciplined students"); and a variety of courses, lectures, seminars, and study groups that meet to discuss the problem of institutional revolution and alternatives to schooling.

C.

Clarke, John, L.
79. - "An Individual Learning Center."
Visual Education.
June, 1975.
pp. 19-21.
(EJ 121192)

A description of a Learning Center at Kinston College of Further Education.

Codling, David.
80. - A Comparison and Analysis of Data Pertaining to Video Cassette Equipment as of January, 1971.
Papers and Reports Concerning Educational Communications, No. 3.
Toronto, Canada.
The Ontario Educational Communications Authority, n. d.

Compares video cassette machines in terms of portability, economy, and simplicity. Analysis are based on examination of prototypes or manufacturer's specifications. Extent of standardization is also considered in the comparisons.

Cohen, A. O.
81. - Human Service Institutes: An Alternative for Professional Higher Education.
College for Human Services.
New York.
1970.
(ED 049460)

Based upon the college for human services in New York City, this alternative model includes work study curriculum with a bachelor's degree awarded after two years, with the emphasis placed on involvement in social change as the moral equivalent of research, and a certification process based on job performance.

Cohick, Jane W.
82. - A Management Model for Team Development of Self-Instructional Higher Educational Curricula on the Structured Curriculum Model.
Pittsburgh University, Pa., School of General Studies.
Presented at the annual meeting of the American Educational Research Assoc.
New Orleans, Louisiana.
February, 1973.
26 p.
(ED 081349)

C.

... The development of external studies programs in higher education, utilizing instructional design technology, is hypothesized to require the interaction of faculty content experts and curriculum specialists in a special type of development process. A model is proposed to include: 1) delineation of individual roles; 2) specification of the variables affecting model implementation and team interaction; and 3) specification of the steps involved in implementing a structured curriculum model in the development of higher education packaged courses. Model utility and feasibility, as tested in the pilot development of external studies courses at the University of Pittsburgh, are discussed.

College Entrance Examination Board.

83. -Clep General Examinations and Subject Examinations: Descriptions and Sample Questions.
New York.
1973.

This booklet with brief descriptions of and sample questions from the five general and thirty-four subject exams of the CLEP programs, is de - signed for persons interested in taking these tests in order to gain college credit.

College Entrance Examination Board.

84. - Five Articles on Non-Traditional Educational Concepts.
Reprinted from the College Board Review, Fall 1972.
New York.
1972.

These five articles cover the role of the College Board, the vision of non-traditional study, the work of the Commission on Non-Traditional Study, the New York Regents external degree, the Open University in the States and the three-year degree.

College Entrance Examination Board.

85. - Newsletter.
New York.
August, 1971.

Three-page newsletter describes the function and operation of the Office of External Degree Programs (OEDP).

College Entrance Examination Board.

86. - Preparation for the College Level Examination Program (CLEP).
Henry Regnery Co.
New York.
1971.

Book presents extensive sample study material and test questions in all fields of study covered in the CLEP examination for credit.

C.

Colorado State University.
87. - Project ACT VIII.
Department of Education.
Colorado State University.
A Booklet.
1975.

This 20 page booklet describes Project ACT, for "Adult Competency Training", a specific demonstration project aimed at improving the general quality of adult educators, by teaching them to be better prepared to serve their pupils. It is centered at Colorado State University, was sponsored by the U. S. Office of Education and has served six states contained within the New Region VIII; Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming. The project's services, programs and activities are described and the projections of ACT VIII seen

Commission on Non-Traditional Study.
88. - Diversity by Design.
Jossey-Bass.
San Francisco.
1973.

This final report of the Commission contains fifty-eight recommendations and extended discussion covering a wide variety of topics related to non-traditional study.

Commission on Non-Traditional Study.
89. - New Dimensions for the Learner.
Commission on Non-Traditional Study.
New York.
1971.
(paper)
15 p.

This is a scholarly, concise, in depth evaluation and report to the public of the findings of the first six months of activity of the Commission on Non-Traditional Study. It concentrates on an examination of the concepts, accessibility, means of providing recognition for work completed (including the external degree) and the problems of financing non-traditional study. It emphasizes the extent of interest in non-traditional study and amount of research necessary to evaluate non-traditional study. Lists members of the Commission and their affiliations.

C.

Commission on Post-Secondary Education in Ontario.
90. - Draft Report.
Ontario Government Bookstore.
Toronto.
1972.

This draft report was published in order to solicit reactions on seventy-one recommendations covering many aspects of post-secondary education; a general discussion, reports on twenty-five public hearings and 335 briefs from organizations and individuals are included.

Conant, James, B.
91. - The Citadel of Learning.
Yale University Press.
New Haven.
1966.

Connecticut Commission for Higher Education.
92. - External Degrees and College Credit By Examination: Interim Report.
Connecticut Commission for Higher Education (P. O. Box 1320).
Hartford, Conn.
January, 1972.
140 p.

Interim deliberations of the Connecticut Commission, but for appendices including "The Open University: A Preliminary Report", prepared by Jerold R. Zacharias and "An Open University/External Degree Program for Massachusetts" prepared for the Massachussets Board of Higher Education, October, 1971, by the late James E. Allen, Jr.

Coombs, Philip, H.
93. - The Planning of Non-Formal Education: Some Initial Thoughts.
Paper presented at Korea/SEDAG.
Seminar on Non-Formal Education.
Seoul, Korea.
October, 1971.
Mimeographed.
p. 23

The author seeks "to provoke discussion...on a new set of perplexing questions." How should non-formal education be planned? Who should be responsible? How should the formal and non-formal sectors be interrelated and oriented toward development goals? How can the relation of costs to benefits be assessed? Can non-formal education make a major contribution to equalizing educational opportunities for seriously disadvantaged groups such as rural youngsters, girls, and young women?

C.

... Coombs contends that the effective development of non-formal education will not depend on educational planning experts nor on ministries of education preoccupied with formal education. Rather, enlightened statesmanship at the highest levels in every nation is required to resolve problems of administrative structure, responsibility, and leadership. Only if these problems are resolved will non-formal education be able to push vigorously ahead in coming years instead of simply stagnating.

Coombs, Philip, H.
94. - " A Strategy for Getting the Most from New Educational Media."
The Fundamental of Educational Planning: Lecture-Discussion Series.
IIEP/TM/12T/69.

Coombs, Philip, H.
95. - The World Educational Crisis: A Systems Analysis.
Oxford University Press.
New York.
1968.
241 p.

In Chapter 5, "Non-Formal Education: To Catch Up, Keep Up, and Get Ahead," Coombs develops the concept of a major "shadow school system," i.e., a non-formal educational "sector", that exists in all countries. In the case of industrialized nations, non-formal or "life-long education" is important to ensure employment mobility and make "unemployable dropouts" employable, to keep well-trained people abreast of new knowledge and technologies essential to continued high productivity, and to improve culturally enriching leisure-time experiences. Developing nations, because they lack a broad economic base and universal popular schooling, have different priority tasks for non-formal education, as follows: (a) to provide new skills as knowledge to unschooled farmers, workers, and small entrepreneurs; (b) to upgrade through in-service training the competence of partially qualified people such as school teachers and others holding jobs in private and public sectors; and (c) to salvage dropouts from public schools through appropriate forms of special training. He strongly recommends that both industrialized and developing countries would benefit from acceptance of the non-formal education concept to better comprehend existing inputs, processes, and outputs in the non-school sector, to articulate more effectively formal and non-formal education, and to carry out the research studies of "this largely unresearched yet vitally important sector of education."

Craig, Argentine, S.
96. - "Contracting in a University Without Walls Program."
New Directions in Higher Education.
3; 3;
1975.
pp. 41-52.

(EJ 119675)

The experience of UWW at Morgan State College in Maryland with contracts, including costs, of the program.

C.

97. Cross, Patricia, K.
- Beyond the Open Door: New Students to Higher Education.
Jossey-Bass.
San Francisco.
1971.
The problems and characteristics of the "new students" who are entering college through open-door policies are discussed on the basis of four large-scale surveys of their interests and goals; special problems of ethnic minorities and women are included.

98. Cross, Patricia, K.
- New Students and New Needs in Higher Education.
Berkely: Center for Research and Development in Higher Education at the University of California.
1972.
184 pp.
To plan adequately for the 70's it is necessary to know who will be the students of the future. The thesis of the book is that there is a new student in Higher Education, representing a much broader spectrum of the population than ever before. The education developed in the past does not meet the needs of the new students. The data was collected from research. The conclusion was that the new students are those students who before had been tested and graded academically as being in the lowest third academically.

99. Coyne, J., and Herbert, T.
- This Way Out; A Guide to Alternatives to Traditional College Education in the United States, Europe and the Third World.
E. P. Dutton.
New York.
1972.
This useful guide provides practical suggestions and information for students interested in independent study and brief descriptions of many experimental colleges and foreign study opportunities; information on external degree programs and CLEP exams is included.

C.

Cuban National Commission to UNESCO.

100. - Cuba: The Educational Movement, 1969-1970.
Conference on Public Instruction Convoked by Office of International Education and UNESCO.
Geneva, Switzerland.
July, 1970.
Havana: Instituto del Libro.
1970.
p. 139.

This report presents a general overview of the formal school system--administration, curricula, methods, texts, teachers, auxiliary services, and audio-visual aids--and of plans for the decade 1970-1980. There is also a detailed section on what the Cubans call "the parallel system of education" --the separate yet structured and articulated system of worker-farmer education that has gradually taken shape since 1965. Aimed for the most part at youth from 10 to 21 years of age who are greatly average in their school level, parallel programs are offered in integral youth centers and shop schools by political and mass organizations to assure "that young people with a low educational level do not turn into mere unskilled and menial workers nor delinquent elements." Adult-education programs for those over 21 years of age include the Worker-Farmer Preparatory Faculties that prepare for entry into universities, adult evening schools, special schools and courses offered by the mass organizations, language schools, reading circles, permanent in-service seminars, and other continuing-education courses.

This large nonschool education sector is viewed as only a temporary state on the way to the goals of the universalization of schooling and higher education, of converting the entire country into a university where, according to Fidel Castro, "the contradiction between work and study will be resolved in a higher synthesis of economic and social development."

Ch.

- "EVER: Teacher in a Cartridge."
101. Change.
Volume 3, No. 1.
January-February, 1971.
pp. 40-43.
The dramatic shifts in learning resources span the weakening hold of the traditional textbook and the emergence (along with new problems) of the electronic video cartridge as a potent new learning tool.

Chauntey, Henry.
102. - Excerpt From Interviews With Soviet Education.
EDUCOM.
Princeton, New Jersey.
1971.
The interview in this excerpt was with the Rector of the All-Union Correspondence Polytechnical Institute with offers degrees to various engineering fields. Courses are designed for and limited to people employed in related jobs who desire advancement. Besides correspondence work, there are twenty-one consultative centers throughout the country and each student spends 30-40 days in Moscow for intensive work at the Institute.

Chickering, Arthur, W.
103. - Education and Identity.
Jossey-Bass Publishers.
San Francisco.
1975.
Education and Identity reminds us that colleges and universities must do more than prepare students to pass final examinations or to become skilled workers. The concern for disciplines must yield to a concern for persons. The concern to produce specialists prepared for a complex technological society must yield to a concern to develop men prepared to live in a complex society of men. Studies on student development in college during the last ten years have remained unintegrated. This book is an effort to move research findings closer to application and action and to make this knowledge useful to those concerned with higher education. Chickering believes that college makes a difference in human development and he presents this evidence among seven major dimensions of change: developing competence, managing emotions, developing autonomy, establishing identity freeing interpersonal relationships, finding purpose, and developing integrity. Chickering then suggests what kind of action can be taken to foster development along these dimensions and shows what conditions in the college experience can be changed to accomodate such action.

Ch.

Chickering, Arthur, W.
- "Assessing Students and Programs--A New Ball Game."
104. New Directions for Institutional Research.
pp. 53-74, 1; 4;
Winter, 1974.
(EJ 112778)

A case example of how a non-traditional institution, Empire State College, is assessing its cost effectiveness. Sections cover institutional impact in individual frames, measuring change, individualized assessment, and educational effectiveness.

Christ -Janer, A. F.
105. - "CEEB Seeks Non-Traditional Alternatives for Education: External Degree Program."
College and University Business.
Highstown, New Jersey.
October, 1971.
pp. 56-57.

Discusses the need for major educational reform to provide for greater accessibility and opportunity for higher education. Mr. Christ-Janer, indicates it should be achieved through a coherent philosophy to bring unity to the educational reform. The article suggests thoughtful care in devising programs.

Christodoulu, A.
106. - "Open University and Its Instructional System."
Education Canada.
September, 1971.
pp. 32-35.

Mr. Christodoulu, as Secretary of the United Kingdom's "Open University," describes in considerable detail the Open University's unique instructional system for adult learners. He describes learning resources including basic materials, part-time class tutors, multimedia equipment, study center, a data bank, and summer school. Cost advantages of the system are enumerated. Also discussed are plans to market in other countries the learning materials developed for the Open University of Great Britain. Future plans for a graduate degree program are indicated.

D.

D'Antoni, Susan, Comp.
107. - Continuing Education in the Professions: A Selected Bibliography.
1970.
19 p.
(ED 052465)

A list of works dealing with adult education in professional fields is given. One hundred and fifty citations are listed. Ordering information for documents cited is also provided.

Davis, Charles, Ed.
108. - The 1.000 Mile Campus.
California State University and Colleges, Los Angeles.
Office of the Chancellor.
Avail: California, State Colleges.
1801 East Cotati Avenue.
Rohnert Park, California.
April, 1972.
91 p.
(ED 065048)

The 1.000-Mile Campus at the California State University and Colleges is a concept that suggests that External Degree Programs be made available to qualified students of all ages who, depending on their individual circumstances, find it difficult or impossible to be a part of the regular campus scene. It suggests bringing the professional acumen and resources of higher education to students wherever they may be. This publication contains a collection of prevailing thought about degree opportunities and innovation related to the idea of the external campus both on the national scene and in the California State University and Colleges. Most articles are based on the addresses of principal conference speakers at the conference on External Degree Programs held at the California State Polytechnic College, Pomona. Others were written especially for this publication.

Deep, Samuel, D.
109. - University External Studies Program. The Support System.
Paper presented at the Annual Meeting of the American Educational Reseach Association (Washington, D. C., March 30-April 3, 1975).
April, 1975.
22 p.
(ED 107168)

In 1972, the University of Pittsburgh initiated the University External Studies Program (UESP). The program emerged from a recognition of the university's responsibility to provide higher education to those previously unable to attend classes because of family or job responsibilities, geographic isolation, or limited mobility. This paper outlines UESP in terms of its mission, generic classification, organizational structure, selected program data, and supplementary projects. Next, the internal operation of UESP is described in terms of five functional components: curriculum development, marketing, production, student support, and evaluation. The UESP support system consists of the four functional components that complements the central program focus: curriculum development.

D.

110. Dennis, Lawrence, E.
- The Other End of Sesame Street.
American Association for Higher Education.
Washington, D. C.
Address presented at the 26th National Conference on Higher Education.
Chicago, Illinois.
March 15, 1971.
6 p.
(ED 050672)

Higher Education the institutions as well as the associations, have long regarded adult or extension education as a stepchild; consequently, instructional broadcasting as an educational medium has been all but ignored. Yet by 1976, the establishment of the University of North America, a confederation of several radically different regional higher education institutions and agencies will be proclaimed. These institutions will have their origin in the concept of the Open University, pioneered in Great Britain and Japan, and will bring a multimedia approach to continuing higher education. For example, the University of New England, one of the regional institutions, will consist of a confederation of junior colleges, colleges, universities, and educational agencies. Television will be the principal teaching medium, supplemented by radio, correspondence courses, films, tapes, etc. It will have a curriculum for today's world and will be open to all whc are interested. The Corporation for Public Broadcasting should be the advocate of continuing education and instructional broadcasting in the national councils of higher education. Elements essential for the establishment of open universities are: 1) a cadre of leadership from higher and continuing education, and public and instructional braodcasting; 2) resources; 3) credibility; 4)
on the most effective use of television for learning; and 5) planning.

111. De Vera, José María.
- Educational Television in Japan.
Tokyo, Sophia U.
Rulland, Ut., C. E. Turtle Col.
1967.
pp. 131-140. bibliography.

112. Dobler, Lavinia, and Fuller, Muriel, comps.
- The Dobler World Directory of Youth Periodicals.
Citation Press.
New York.
1970.
180 p.

This Volume lists almost 1,000 periodicals, with a circulation of more than 100 million in 50 countries, many of which are published by organizations offering non-formal education programs for youth.

D.

Dobson, Catherine.
113. - Education of Adults; A Bibliography.
1973.
(ED 079583)
A bibliography is provided of books and periodicals on the education of adults. The references cited are in the education library of the university of Michigan, except for those that are cited as being in another campus library location.

Doran, B.
- "External Degree Program: Credits Without Classes."
114. College and University Business.
October, 1971.
pp. 58-60.
Discusses that need to provide adults with a flexible, independent, college-level study program which will award a degree by examination rather than by residential study.

Dowling, William, D; Taylor, Raymond.
115. - "Planning and the Adult Student in Non-Traditional Degree Programs."
Adult Leadership.
22; 8; 272-5
February, 1974.
(EJ 092304)
The development of non-traditional degree programs should be encouraged in those institutions of higher education which have the capability to do them well. Proper planning in preparation for the non-traditional student is important.

Driscoll. William, J.
116. - "A Rationale for Independent Study Degree Programs."
School and Society.
November, 1971.
pp. 411-413
The author presents arguments in favor of granting credit toward a degree for independent study.

D.

Druker, Peter, F.
117. - What We Already Know About American Education Tomorrow.
The William T. Beadles Lecture.
The American College of Life Underwriters.
September 14, 1971.
Dr. Druker's lecture about new directions in American education was presented as the Beadles Lecture on the campus of the American College and has been published by the College.

Dubin, Robert and Taveggia, T. C.
118. - The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods.
Center For Study of Educational Administration.
University of Oregon.
Eugene, Oregon.
1968.
78 p.

Ducey, Anne, L.
- "Higher Education for the Military."
119. Change. Newsletter.
April, 1972.
4; 3; 27-30.
(EJ 057296)
Describes the various educational programs offered to military personnel.

Duke, Cristopher.
120. - "Thinking Towards the Future."
Journal of the International Congress of University Adult Education.
May, 1972.
11; 1-2; 36-52.
(EJ 061615)
Discussion of common questions of purpose and direction likely to affect many universities and similar post-school educational institutions in the next ten to twenty years.

Durnall, E. J.
121. - " University Extension and Accreditation."
School and Society.
February, 1971.
pp. 87-88.
Durnall, as Director of Continuing Education at the University of New Hampshire, discusses the need for reform in the accrediting procedures for higher education.

E.

122. Eckstein, Max.
- The Open University in Great Britain.
Unpublished paper.
Queens College.
C. U. N. Y.
Flushing, New York.
22 p.

123. EDSAT Program.
- The Educational and Social Use of Communications Satellites: A Bibliography.
EDSAT Program.
Madison, Wis.
May, 1970.
A computer-processed bibliography of over 150 references on non-commercial applications of satellites. Scope is international; includes documents of conferences as well as journal articles.

124. The Education Research Center.
- Educational Reform for the 70's: Quality, Efficiency and Style.
The Massachussetts Institute of Technology.
Boston.
29 p.
Descriptive pamphlet of the work of the Educational Research Center, which is devoted to research improvements of the educational process, by seeking ways of improving teaching and learning through developments of new courses of study, educational experimentation, uses of technology, the deeper nature of learning.

125. Education Training Market Report.
- "College Expansion in New Jersey."
Washington, D. C.
February 1,1971.
Article discusses the establishment of an "open college" in New Jersey, which permits students to take an undergraduate program without formal attendence at an institution. Ralph A. Dungan is Department Director.

E.

Educational Broadcasting International.

126. - Science and Technology Courses at the Open University.
Vol. 5.
Wrexham, North Wales, British Isles.
June, 1971.
pp. 92-94.

Article describes the science course which integrates the concepts of the major sciences using all the learning resources available to the Open University. Of particular interest, is the fact that the student returns 32 assignments on special paper which can be marked by the computer to give the University an evaluation of each student's work. In addition, the computer will indicate any section of the work which might be giving a block of students trouble. There is also a discussion of a proposed foundation course, "Technology: People and the Technological Problems with which They Live."

Ekstrom, Ruth B.

127. - Barriers to Women's Participation in Post-Secondary Education. A Review of the Literature.
October, 1972.
88 p.
(ED 072368)

Although the phenomenon has long been observed that women enter all types of post-secondary education at lower participation rates than men, there have been few attempts to analyze the reasons for this. These barriers may be categorized as: 1) institutional, and 2) situational, and 3) dispositional. Institutional factors that serve to exclude women from participation in post-secondary education include admissions practices, financial aid practices, institutional regulations, types of curriculum and services adopted, and faculty and staff attitudes. Situational barriers that deter women from participation in further education include family responsibilities, financial need and societal pressures. Dispositional barriers that prevent women from continuing education include their fear of failure, attitude toward intellectual activity, role preference, ambivalence about educational goals, level of aspiration, passivity, dependence, and inferiority feelings. References are included.

Elliott, Lloyd, H.

128. - Accreditation or Accountability: Must We Choose?
Paper delivered at the meeting of the Middle States Association of Collegiate Registrars and Officers of Admission.
December, 1970.
18 p.
(ED 047603)

Examines the effects of present accrediting activities and the work of regional associations and professional societies on part-time and continuing education.

E.

Ellis, Robert H. and Others.

129. - A Workshop on Continuing Education for the Professional.
Rensselaer Polytechnic Inst. of Connecticut, Hartford.
July, 1975.
84 p.

An examination of the Hartford Graduate Center was the focus of workshop, designed to: 1) study its goals for continuing education programs for working professionals; 2) analyze a proposed approach for accomplishing these goals; and 3) assess how the knowledge and resources of continuing education can be most effectively used. Participants considered areas of human conditions, learning environments and technical resources as they influence the ongoing graduate-level education of professionals. The report is divided into two sections: workshop discussions and experts from group discussions, and observations and suggestions for action. The workshop discussions are arranged according to eight interrelated topics: the role of the Hartford Graduate Center, determining what should be learned, professional career planning, adult learners, managers of learning resources, media and delivery systems, top management and continuing education, and measuring and evaluating learning. Each discussion is comprised of a summary statement and selected statements from the recorded comments of the participants. A synthesis of findings and conclusions about the center, the center's program, the faculty, the learner, and cooperation with industry are provided in the latter section. A list of participants, statement of goals of the center and a workshop prospectus and agenda are appended.

Empire State College.

130. - Empire State College Bulletin 1975.
State University of New York.
1975.

A brief booklet that describes the College geographically, academically and as far as curricular activities are concerned. Resources for learning are analyzed, tuition and fees discussed, financial aid, accreditation, the regents external degree described and the general organization of the college given.

E.

Empire State College.

131. - Empire State College Catalog 1971.
Saratoga Springs, New York.
52 p.

Empire State College is the coordinating center for State University of New York program which by 1973 will comprise 20 non-residential centers. Included in the catalog are in depth explanations of planned programs, resources, processes, the contract, basic modes, degrees, evaluations, foreign study, transfer, mentors, faculty and cost to the student.

EPIE.

132. - "Video Cassettes--An EPIE Special Report."
EPIE Educational Product Report.
Volume 5, No. 39.
December, 1971.

An evaluation report from the leading independent source of information on educational products based on observations made at the 1971 NAEB Convention Exhibit. Describes the CBS Electronic Video Recording, Ampex Instavideo, Panasonic Video Cassette, and Sony Videocassette systems. Also discusses cassette duplication processes, the need for standards, the FCC's radiation rules, and recommendations to educational users.

ERIC Clearinghouse on Adult Education.

133. - Television and Radio in Adult Education, No. 1. Current Information Sources.
Syracuse University, N. Y.
ERIC Clearinghouse on Adult Education.
November, 1967.

An annotated bibliography contains 32 indexed items, mostly with abstracts on aspects of educational and instructional radio and television, particularly viewing habits, motivation, public television, media technology (including communication satellites), information dissemination and patterns of information seeking, the use of correspondence study and listening or viewing groups in conjunction with broadcast media, the teaching of foreign languages, and application to women's education and other special areas of need in developing countries. A comparative study of educational television in Canada, Czechoslovakia, and Japan is included.

ERIC Clearinghouse on Adult Education.

134. - Self-Concept in Adult Participation: Conference Report and Bibliography.
Syracuse University.
Syracuse, New York.
1969.
44 p.

Three adult-education conference papers, together with abstracts, are presented on adult-education participation and self-concept. Propositions regarding behavior and motivation are discussed in the context of a theory of self-concept. Curiosity, enjoyment of learning activities, and pleasure in acquiring and/or possessing knowledge are among the reasons stressed for adults becoming involved in non-formal learning situations. Also considered are ways in which conflicting psychological needs, role transition and the sense of powerlessness affect how adults learn.

E.

135. ERIC Clearinghouse on Adult Education.
- Publications.
Syracuse, New York.
1969-1970.
(ED 042962)

Beginning with general information on the scope and subject coverage of the clearinghouse and on principal periodicals covering the literature, this annotated bibliography lists seventy-four literature reviews and other documents.

136. ERIC Clearinghouse on Adult Education.
- Continuing Education for Adults. Newsletter.
Syracuse, New York.
1971-1973.

This newsletter for university adult educators has brief discussions and references on developments in the field.

137. ERIC Clearinghouse on Higher Education
- ERIC-AAHE Research Reports.
American Association of Higher Education.
Publications Dept.
One Dupont Circle, Suite 780.
Washington, D. C.

Ten reports analyzing the latest research on key issues in higher education; prepared by the ERIC Clearinghouse on Higher Education, published by AAHE, about 50 pages each; annual subscription $25.

138. ERIC Clearinghouse on Higher Education.
- Bibliography on Aspects of non-Traditional Study in Higher Education.
George Washington University.
Washington, D. C.
1972.
6 p.

This annotated bibliography contains eighty-five references on adult higher education, adult students, continuing education. correspondence and extension study, educational broadcasting, equivalency, evening college, independent learning, institutional studies, the Open University, technology, organizations, and other miscellaneous topics.

F.

139. Erickson, Erik H.
- Childhood and Society.
W. W. Norton and Co. Inc.
New York.
1963.

Through the study of specimen situations which call for interpretation and correction, such as anxiety in young children, confusion in veterans of war, etc., the author studies the normal and neurotic emergence of ego identity, a concept denoting man's capacity to unify his experience and his action in an adaptive manner. In order to do this, he analyzes the emergence of the ego identity in children as "we all begin as children... and all peoples begin in their nurseries." In his study of the successive stages of development of the mature man, the author relates the ego to society, producing a psychoanalitical survey of the process.

140. Erikson, Erik, H.
- Insight and Reponsibility.
W. W. Norton and Co., Inc.
New York.
1964.

A compendium taken from lectures given on three continents, on different subjects, covering topics such as identity and uprootedness in our time, human strength and the cycle of generations, psychological reality and historical actuality and the golden rule in the light of new insight.

141. Eurich, Nell; Schwenkmeyer, Barry.
- Great Britain's Open University: First Chance, Second Chance, or Last Chance?
Academy for Educational Development, Inc.
New York.
August, 1971.
38 p.
(ED 054737)

Great Britain's Open University, through a unique blend of television radio, correspondence courses, and local study centers, proposes to offer any adult seeking higher education the chance to earn a degree equal in quality to those from the best British universities, and at a cost to the nation and the student far below standard forms of instruction. This report discusses: 1) the creation of the Open University; 2) how it functions, in terms of admission requirements (one has to be at least 21,) degrees, governance, organization and staff, and grading; 3) the planning of course methods and materials; 4) the development of foundation courses in mathematics, science social sciences and the humanities; 5) the University's finances in terms of costs to students and costs to the nation; 6) the composition of the student body; and 7) the effect of the Open University on higher education in Great Britain.

E.

142. Even, Mary Jane.
- What We Know About Adult Learning and What It Means to the Adult Educator--With Emphasis on Learning in Groups.
1973.
(ED 083449)

The literature and research on adult learning in groups is reviewed in this paper. The adult educator must develop expertise in understanding leadership as it relates to groups so he can provide for the evolution of group cohesiveness in the curriculum development process. He must strive to organize varied group interaction and action opportunities to select learning experiences which facilitate both individual and group learning effectiveness, and to recognize that each adult educator is also a member of the groups he leads. A nine page bibliography is included.-

F.

Fagin, Margaret, C.
143. - "CLEP Credit Encourages Adults to Seek Degrees."
College Board Review.
81; 18-22.
Fall, 1971.
(EJ 045259)

The College Board's College-Level Examination Program established a national program system of awarding college credit to non-traditional students' acceptable scores on examinations.

Faunce, Patricia, S.
144. - The Feasibility of an External Degree Program among the Member Institutions of the Michigan Council of State College Presidents.
Michigan Council of State College Presidents.
Lansing.
1974.
425 p.
(ED 086105)

This document was designed to study the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents (MCSCP). Data were collected concerning the specific undergraduate and graduate non-campus, evening and Saturday activities available for credit during 1971-1972 and analyzed by frequency and percentage distribution. Results indicated that the combined offering of all MCSCP institutions could constitute a degree program. The findings are categorized by feasibility of an external degree program and implementation of an external degree program. Appendices include a general overview of the findings; resources available to an external degree program through the continuing education and extension divisions; resources available to an external degree program through the regular instructional programs; total resources available to an external degree program; and instruments, instructions, memoranda, and coding forms used in the study.

F.

145. Faure, Edgar.
- Learning to Be.
UNESCO.
Paris.
1972.
368 p.

This publication is a report of the UNESCO International Committee headed by E. Faure, whose task it was to assess the present situation and prospects of education in the world and to formulate proposals in this direction, with special regard to elaborating the educational programs of UNESCO. The membership of the Committee was: F. Herrera (Chile); A. R. Kaddovra (Syria); H. Lopes (Peoples Republic of the Congo); A. V. Petrovski (U. S. S. R.); M. Rohnema (Iran); and F. Ch. Ward (U.S.A.). The activity of the Executive Secretariat of the Committee was led by Mr. A. KeLeon of UNESCO. The members visited a number of countries, collected basic statistical and other documentation materials and more than seventy marginal contributions concerning the theme under investigation, written by specialists from different countries. On the basis of this material a final report was elaborated and presented in May. 19, 1972.

The report consists of four parts. The preamble was written by E. - Faure. Then follows a description of the present situation of education in the broader connections of the overall social changes in the world and a part concerned with the prospects. The core of the work is the formulation of tasks of educational strategy and the characteristics of basic elements of this strategy in the nearest future, this being followed by a number of recommendations. This part is closed by a chapter dealing with the problems of international understanding and international cooperation, with special regard to the tasks of UNESCO. The Appendices carry materials on the work of the Committee and a statistical survey of the contemporary situation in education. The book is supplemented with a detailed index.

146. Federation of Regional Accrediting Commissions of Higher Education.
- Statement on Accreditation and Non-Traditional Study.
Washington, D. C.
1974.

A key statement in the evaluation of methodology for evaluating non-traditional programs.

F.

Feinsot, A.
147. - Breaking the Institutional Mold: Implications of Alternative Systems for Post—Secondary Higher Education.
Knowledge Industry Publications.
White Plains, N. Y.
1972.
Experimental colleges, innovative two-year colleges, television colleges, external degrees, proprietary schools and credit by examination are discussed, and their implications for post-secondary and higher education are predicted.

Feldman, K. & T. Newcomb.
148. - The Impact of College on Students.
San Francisco, California.
1969.
Classic study on the ways in which higher education does--and does not--make a difference in people's lives.

Feldman, Nathaniel, E.
149. - Cable Television and Satellites.
The RAND Corp.
Santa Monica, California.
August, 1969.
Proposes the use of satellite transmission to cable TV head ends (rather than direct-to-homes) as a means of distributing non-broadcast and educational TV programming.

Felty, Walter, C.
150. - "Another View of 1984."
Audiovisual Instruction, XVI.
May, 1971.
pp. 83-84.
An imaginative glimpse at the home communications center in 1984; it is based around a wired TV system.

F.

Ferris State College, Big Rapids, Michigan.

151. - The Ferris Educational Mission: A Continuing Study by the Ferris Educational Planning Committee, Part II: Continuing Education.

1973.
172 p.

(ED 083912)

This document, the second of a two-part study, focuses on the area of continuing and adult education at Ferris State College (FSC), Michigan. An overview of the status of adult and continuing education and recommendations are provided by the schools of allied health, business, general education, education, pharmacy, technical and applied arts, and the FSC library. Additional information provided includes; a definition of continuing education, a commentary on rewards, an overview and discussion of the concept and implementation of external degree programs, organizing continuing education, and the role of research and evaluation in continuing education programs. A related document, ED 068 037, reviews the role of Ferris State College.

Fletcher, Marjorie Amos.

152. - "The Open University of Great Britain: Its Influence on Non-Traditional Education in the United States."
Drexel Library Quarterly.

11; 2; 2-15.
April, 1975.

(EJ 122952)

A history of the Open University of Great Britain, its role as a leader in non-traditional education, and its influence on programs in the United States and elsewhere.

Fransecky, Roger.

153. - "The Cartridges are Coming! The Cartridges are Coming!"
Media and Methods VIII.

December, 1971.
pp. 40-42.

Reviews status of major types of video cassette hardware systems and discusses the future possibility of more specialized TV programming being commercially produced.

F.

154. Freire, Paulo.
- Pedagogy of the Oppressed.
Herder and Herder.
New York.
1971.
186.

In this book Freire elaborates his strategy and method for literacy education as a means to developing greater individual and social awareness. This process, according to the author, will logically culminate in a cultural revolution to remove class exploitation often held to be justified by the length of time in formal schooling and by cultural differences. Ivan Illich, Freire's friend and pupil, approvingly says that "this is a truly revolutionary pedagogy. I do not believe that any government now in power can permit an educational process which follows his principles to be developed." Thus, one might conclude that Freire has little of substance to offer those who seek qualitative educational change in the real world. Utopian speculations of the type presented here are essentially "gentlemanly" intellectual exercises in the European tradition of Aristotelian dualism and Platonic utopian idealism.

155. Furniss, Todd, W.
- Degree for Non-Traditional Students.
American Council on Education.
Washington, D. C.
1971.

156. Furniss, Todd, W.
- England's Open University: A Model for America?
Commission on Academic Affairs.
May 21, 1971.

Contains an official description of the Open University from the Commonwealth Universities Yearbook 1970. Based on twenty-eight interviews with persons directly or indirectly involved with higher education and especially the Open University. The discussion focuses on aspects of the Open University which would be inappropriate in America. Topics include students, economy, neglected clientele, standards, methods, faculty, and other British models.

F.

157. Furniss, Todd, W.
- External Degrees: An Initial Report.
American Council on Education.
Washington, D. C.
February 26, 1971.
4 p.
(ED 069234)

Over the past several years studies have indicated that traditional certification models are not working as well as they once did, particularly in relation to a larger and larger number of unconventional students to be served, and if possible, certified. Two major problems stand in the way of creating educational opportunities that would afford these unconventional students the opportunity of obtaining credentials via external degrees: college and university residence requirements and accreditation requirements. This document presents arguments as they are stated by educational institutions against external degree programs and lists some issues that must be taken into account before such programs are created.

158. Furth, Dorotea.
- "Short-Cycle Higher Education: Some Basic Considerations."
Short-Cycle Higher Education: A Search for Identity.
Organization for Economic Co-Operation and Development.
Paris.
1973.

This article by Dorotea Furth is one of the series which analyze short cycles institutions throughout the world. The author defines different types or models of SCI's , the status of teachers and students at SCI's, what authority should be given them, their ideal locations and makes recommendations as to their role in a changing society.-

G.

159. Gabor, Stanley, C.
- "Video Cassette as an Educational Reality."
Educational Technology.
Volume 12, No. 4.
April, 1972.
pp. 35-37.
The author feels that the video cassette is the answer to the failure of the use of technology in the use of expensive equipment. The video cassette is the link between TV and learning.

160. Gagné, Robert, M.
- Educational Technology & the Learning Process.
Florida State University.
(paper)
1974.

161. Ganzemiller, Jack, A.
- An Investigation of Various Methods Used in Awarding Academic Credit for Non-Traditional Learning Experiences. Final Report.
Wisconsin University, Stout.
Menomonie.
June 30. 1973.
45 p.
An effort to investigate various methods used in awarding academic credit for non-traditional learning experiences, this study analyzed a 3-page questionnaire returned from 229 U. S. colleges and universities offering at least a bachelor's degree. The major portion of the schools responding were public institutions, located in the Midwest, with an enrollment of between five and ten thousand, and on a semester time schedule. Wide variances were found between schools even in accrediting so-called "traditional" courses taught in a lecture situation. Accrediting agencies have just begun the task of establishing specific guidelines for crediting non-traditional learning activities. Most schools have no specific policies of their own for crediting these experiences. The majority of schools are awarding credit for many different types of non-traditional learning activities. The criteria most used in crediting various activities were: sponsoring departamental judgment, the advice of the involved faculty member, and time expended on the activity. The majority of schools are planning some enlargement in this area of crediting non-traditional learning activities within the next 2 to 3 year period. Although there is increasing interest by some groups for this "opening up the options" to meet graduation requirements, there is also a counter current hesitation and in some cases opposition to this movement by some faculty members.

G.

Gartner, Alan; Sunderland, Stephen, C.
162. - "Where Might It All Be Going?"
New Directions for Institutional Research.
1; 4; 75-83.
Winter, 1974.
(EJ 112779)
Some predictions about credentialism, types and motives of students, technology, and the learner as producer in non-traditional education.

Gelber, Mark.
163. - "Initiating and Implementing a Non-Traditional Program."
New Directions for Institutional Research.
1; 4; 29-59.
Winter, 1974.
(EJ 112777)
Presents the steps necessary for successful innovation, with emphasis on financing, selling the change to faculty, and evaluating the results.

Glasser, W.
164. - Schools Without Failure.
New York.
1970.
The case against punitive systems in schools of all levels.

Glenny, Lyman, A.
165. - The '60's in Reverse.
California University, Berkeley. Center for Research and Development in Higher Education.
1973.
4 p.
(ED 082646)
Some significant trends in education are being overlooked today that foretell the coming direction of post-secondary education. The first trend includes the proportion of the State budget allocated for higher education in the future, which will be no greater in 1980 than it is now. The major trend that forces less funding is the establishment of a new set of social priorities (health care, common schools, environment, and recreation). Still another trend is the government's policy to reduce dollars for programs that aid institutions and instead give financial aid to students so that they may attend institutions of their choice. The fourth trend indicates that higher education will no longer be growth industry unless an entirely new constituency can be attracted, and unless continuing education becomes an accepted pattern in our society. Perhaps the most important of the major trends is the increasing tendency for those who desire training to attend proprietary and industrial schools rather than traditional colleges, universities, or community colleges. A final trend, collective bargaining, is less clearly established than the others, but it could turn out to be at least as important as any so far mentioned.

G.

... The cumulative impact of these trends cannot be fully anticipated but they point directly to greater centralized planning at the state level.

Goodlad, John, I. and Others.
166. - The Conventional and the Alternative in Education.
1975.
276 p.

Alternative in schools and alternatives to schools are placed within a broad social, historical, and philosophical context by six authors. The first section contains: 1) a typology of educational alternatives; 2) several perspectives on educational alternatives related to a model of culture; 3) a range of conceptualizing alternatives within a comprehensive framework; 4) the relationship of the dominant humanistic movements to education; 5) the assumptions of educational evaluations, and 6) the notion of alternative education within a philosophical framework. The second section places future possibilities and prospects for attaining them within the framework developed in the preceding chapters. It contains: 1) projections of the future evolving from extrapolations from the past; 2) a method for analyzing and planning alternative educational strategies, 3) incongruities between latent and overt values about schooling; 4) a measure of school success, and 5) problems encountered in the transition to a pluralistic society.

Goodman, Paul.
167. - "The Present Moment in Education."
New York Review of Books XII 7.
April 10, 1969
pp. 14, 24, 25.

Goodman argues that the classical Greek concept of paideia, in which the entire network of institutions (i.e., the polis) was the principal, if incidental, educator, suits the nature of learning better than directed teaching in schools. "It is only in the last century in the industrialized countries that the majority of children have gotten much direct teaching at all, and it is only in the past few decades that formal schooling has been extended into adolescence and further." Goodman argues that school preemption of learning has created institutions that exist for their own sake, that the best alternative to schools is "incidental education"--i.e., on the job, in the physical environment, and in the social culture.

Gordon, George, N. and Falk, Irving, A.
168. - " Video-Cassettes, Formalists, and Informalists in Education."
Educational Technology.
Volume 12, No. 1.
January, 1972.
pp. 61-65.

New technology is creeping over the country. Such basic questions as, what is this technology and what are the educational antagonisms are dealt with, and much reference is made to video cassettes.

G.

Gordon, George, N.
169. - Educational Television.
New York Center for Applied Research Education.
1965.

Gould, Sammuel, B.
170. - "New Era for the Public Library."
ALA Bulletin.
60, 585-590.
1966.
This article argues that the public library can and must become a vital force in shaping the intellectual, cultural, and humanist developments of society-increased leisure time and advances in science and technology make the need more acute.

Gould, Sammuel, B., and K. Patricia Cross (Eds.)
171. - Explorations in Non-Traditional Study.
Jossey-Bass.
San Francisco.
1972.
137 p.
The first of several publications that will arise from the Commission on Non-Traditional study. Sam Gould, the chairman, examines "The Prospects for Non-Traditional Study," concludes that it will continue to develop and grow in this country regardless of planning, and safeguards. Subsequent chapters include "Non-Traditional Study: An Overview" by Rodney T. Hartnett, "Problems of Access" by K. Patricia Cross and J. Quentin Jones, "Problems of Recognition" by Ernest W. Kimmel, and "External Degree Programs" by John R. Valley (six-fold model of external degree programs). The purpose is to call attention to the range of approaches to academic degrees that have been invented, in an organized and systematic way.

Grabowski, Stanley, M.
172. - Recent Developments in Adult Education Research: An Indicative Type Review of the Literature.
October, 1973.
31 p.
(ED 080887)
This indicative type of literature review of research developments in adult education in the years 1970-1973 covers adult basic education, administration and planning, adult characteristics, adult education as a profession, business and industry, continuing education for the professions, cooperative and agricultural extension services, evaluation, international and comparative adult education methods and techniques, military training, and special clientele groups. Under each of these categories, two of three studies are cited to illustrate the kind and the trend of the research.

G.

Graham, Robert, H.

173. - Open Admissions and the Ph. D.: A Case Study of the External Doctorate Degree Program of Walden University.
1974.
19 p.

(ED 100257)

In recent years a number of institutions have offered the doctoral degree through non-traditional, external programs. The state of Florida has produced a disproportionate number of such graduate programs. Including Heed University (Hollywood), Nova University (Fort Lauderdale), and Walden University (Naples). This paper discusses only the Walden University program. It answers the question whether the open admissions policy of Walden has resulted in a high success rate, defined as the awarding of a doctoral degree, for the 449 doctoral candidates enrolling in the 1971, 1972,1973, Walden summer sessions. The analysis presupposes that if an open admissions institution has a graduation rate approaching 100 percent, it either must be suspect or markedly superior to the average graduate school. Additionally, available data is examined to ascertain whether the quantity or quality of previous academic work is related to completion of the Walden program. The answer to this question has obvious implications for admissions policy and for decisionmaking by prospective doctoral candidates considering the institution. To the extent that other open admissions level institutions are similiar the implications may have a wider applicability.

Granat, Richard, S.; and Others.

174. - Legal and other Constraints to the Development of External Degree Programs. Vols. 1 and 11. Final Report.
Catholic University of America, Washington, D. C.
Columbus School of Law.
January, 1975.
52 p.

(ED 102930)

The primary objective of this study is to aid policy makers--state and federal officials, accreditation officials, and university administrators-in making decisions concerning the regulation of post-secondary external degree programs. The Purpose of this project is to identify the legal and regulatory issues that the operation of these programs create and to recommend alternatives for the design of a regulatory framework that will permit experimentation and growth. The methodology employed consisted primarily on analysis of primary legal sources (statutory analysis; case law analysis; and the use of secondary materials such as law review activities) as well as books and studies on the external degree movement. The study is organized into seven sections: 1) a description of what is happening to traditional, accredited institutions of higher education; 2) definitions; 3) case of quality control of

G.

...external degree programs and non-traditional study; 4) assessment of state legislation that might have an impact on external degree programs; 5) description of the role that the accreditation associations play in controlling the quality of post-secondary education, with an assessment of their capability to respond to external programs; 6) description of the present federal roles regulating external degrees; and 7) a summary. Supporting appendices include a summary of the laws that govern out-of-state accredited institutions, and analysis of each state's incorporation requirements, accreditation association guidelines, and a resource bibliography.

Groombridge, Brian (Ed.).

175. - Adult Education and Television: A Comparative Study in Canada, Czechoslovakia and Japan.

National Institute of Adult Education, London.
September, 1966.
142 p.

Studies on the educational uses and potential of television in Canada, Czechoslovakia, and Japan outline and discuss: 1) the social and educational context of ETV in each nation; 2) kinds of programs and their purposes; 3) exploitation of ETV by adults; 4) research on audience characteristics and needs; and 5) forms of cooperation between television broadcasters and adult education. The Canadian report stresses: 1) cooperation with universities, educators, and adult education organizations; 2) CBC objectives (e.g., greater understanding between French and English Canadians), 3) program production and scheduling; 4) staff training; 5) the impact of television on the Farm Forum and Citizens Forum series, and 6) research and planning needs. The Czechoslovakia report emphasizes: 1) investigation of audience viewing patterns and reactions; 2) effective planning and production and scheduling, and 3) cooperation with other educational bodies in advisory, creative, and staff training activities. The Japanese report seeks to relate adult education and television to social needs through formal and informal courses (correspondence and women's education, etc.) general cultural and informational broadcasting, suitable production methods, and specific leadership training techniques. Case studies on the CBC series "Four Philosophers" (Canada), health education (Czechoslovakia), and women's classes (Japan) are given. Document includes editor's commentary, 4 tables, and 71 references.

Gross, Carl, H.

176. - Sokagakkai and Education.

Institute for International Studies in Education.
Michigan.
1970.
79 p.

The author describes and analyzes the philosophy and influence of the Value Creation Society (Sokagakkai) a Japanese voluntary organization with an extensive non-formal educational component.

G.

177. Gunter, Jock.
- "NFE-TV: Television and Non-Formal Education."
Educational Broadcasting International.
Volume 8, No. 4.
December, 1975.
p. 172.

This article makes a cause for the use of television in non-formal education. The author believes that in some cases, radio and other "little media" can be of more effective use, but he stresses that this should not be a factor which discourages the utilization of television in those areas where it can be effective. He makes a brief review of Freire's and Illich's views on the use of TV in education and stresses that the use of TV in urban areas, no matter how underdeveloped, is sure to produce results in education at a mass level. The advantages and disadvantages of TV are then discussed in relation to other media and conclusions are drawn. A brief bibliography employed in the article, is given.-

H.

178. Haberman, Martin.
- "The External Degree: An Examination of Motives."
Journal of Thought.
10; 1; 4-8.
January, 1975.
(EJ 111887)

Article examines the reasons for students, administrators, and faculty to be interested in external degrees.

179. Hack, Walter, G. et al.
- Educational Futurism: 1985.
McCutchan.
Berkeley, California.
1971.
225 p.

This is a good introduction to the background and concepts of futurism in education. Emphasis in the seven chapters is on "creative forecasting." Both the text and the long annotated bibliography contain much of interest to the student of non-formal education.

180. Hall, James, C.
- A History of Baccalaureate Programs for Adults, 1945-1970.
National Institution of Education (DHEW).
Washington, D. C.
1974.
350 p.
(ED 101607)

An external degree is one that may be earned outside the central structure of a college or university. The most common form of external degree program is the evening college in which students, who are usually working adults, meet the standard requirements for a four-year degree by taking a part-time program after work. No allowances are made in evening college programs for what adult students may have learned outside the classroom, even though this learning may be equivalent to what they are required to learn for their degrees. Sensing this problem, a number of programs were developed in the late forties and fifties to take advantage of the rich experience that many adults have had in their lives. Most often such programs provide not only an opportunity for credit for life experience but also for teaching methods and requirements that seem to be more appropriate for mature students. The adult degree programs of nine schools are examined in the report; Brooklyn College, Queens College, Mundelein College; Roosevelt University; University of Oklahoma; Syracuse University; Goddard College; University of South Florida; State University of New York College, Brockport. The most significant findings of the study are: 1) these programs seem to be reacting to the move toward vocational orientation in undergraduate programs. 2) The programs are moving away from their unique designs toward compatibility with more traditional programs. 3) Lack of full time faculties keeps the staff of these programs from exercising authority within their institutions.

Harcleroad, Fred, F. and Armstrong, Robert, J.

181. - New Dimensions of Continuing Studies Programs in the Massachusetts State College System.

The American College Testing Program.
Iowa City.
1972.
232 p.

Study completed in April, 1972, for the Massachusetts State College System contains recommendations for a new college (Open College) to be established offering a B. A. in Liberal Studies or a Bachelor of Liberal Studies and a B. S. in Business Administration. The recommendation included such innovations as having a residential center for short term institutes and worshops in a central location. The recommendations were offered in the context that they might be considered for the six New England States and New York.

Hartung, Henri.

182. - Pour Une Education Permanente.

Fayard.
Paris.
1966.
232 p.

The main stimulus for this book by the President of the Institut des Sciences et Techniques Humaines was given so much by theoretical considerations as by the author's practical experience. The author is well aware of the necessity of solving the problems of form, pedagogical ways and methods, which ought to be accepted by permanent education. On the basis of his experience he then formulates very concrete proposals. In the conclusion there is a brief survey of the situation of adult education in the U. S., the U. S. S. R., Belgium and France. The book is equipped with a rather extensive bibliography encompassing comprehensively, primarily the French publications concerning the given theme.

H.

Hawkridge, David, G., Comp.

183. - The Open University: A Selected Bibliography.
The Open University Press.
Walton Hall, Milton Keynes, England.
1975.
58 p.

(ED 114040)

After initial hostility and skepticism to Open Universities, the critical response became more favorable. From 1971 onwards there was a tremendous amount of writing about the Open University, not only in British journals and newspapers but also abroad. This bibliography incorporates over 130 entries dealing with the Open University in Great Britain. There are five sections to the bibliography: 1)national newspapers; 2) journals and magazines; 3) pamphlets, books and contributions to books; 4) overseas; 5) dissertations and theses. Each section is preceded by a brief explanation. Taken together the sections do not constitute a bibliography of everything that has been written about the Open University, but should provide a good starting point.

Hawkridge, David, G.

184. - The Open University in the Third World.
1973.
14 p.

The British Open University is described in the first section of this paper as a multi-media system for teaching at a distance. Details are provided on the texts and other materials mailed to the students, the radio and television broadcasts provided by the British Broadcasting Company, and on the auxiliary sources of assistance offered to the students. The following section of the report presents data on the Open University's cost-effectiveness. The concluding portion discusses the possibility of transplanting both the concept, the actuality of the Open University as an institution to the Third World. Five conditions necessary for the successful functioning of an Open University are specified and five kinds of assistance which the British Open University provides to the Third World educators are reviewed.

H.

Hawkridge, David, G.
185. - The Open University's Instructional System.
Unpublished paper.
Walton Hall, England.
1970.

Dr. Hawkridge, Professor of Applied Sciences and Director of the Institute of Educational Technology of the Open University, Walton, England, presented the paper at the International Audio-Visual Aids Conference and Exhibition (July 20-23, 1970, London, England). The paper describes in detail, the learning resources of the Open University. The paper mentions the computer data bank at the Open University which will analyze information from students, tutors, and counselors with a view to continous improvement of the system.

Hawkridge, David, G.
186. - Science for the Thousands: The Open University of Great Britain.
Unpublished paper presented at annual conference of the American Association for the Advancement of Science
Chicago.
December 27-30, 1970.

The description in the paper of the courses of instruction at the Open University is particularly interesting because it is presented by Dr. Hawkridge.

Heath, G. Louis.
187. - Red Power and Indian Education.
Illinois State University.
1970.
7 p.

The document is the result of research conducted on fourteen Indian reservations and one settlement in the Southwest, Midwest, West and Pacific Northwest by Illinois State University in summer 1970. Some 124 Indians were interviewed, many of whom were leaders and participants in various Red Power organizations. The dominant impression to emerge from the research was that Indians have become very aware that they, collectively, can materially transfigure their own lives for the better. They have also become aware that other racial and ethnic groups have culturally expressive institutions. Indians have been lacking detectable political power and have been unable to control the education of their own children; consequently they have gravitated to the brink of cultural extinction. It is reported that the recent vigilance of the Indian springs from a disconcerting realization that he must now mobilize every vestige of power to provide for this cultural continuity. The document concludes that the concepts of Red Power and of educational renaissance, especially of the non-formal type are both requisite to the regeneration of American Indian culture.

H.

Heiss, Ann.

188. - An Inventory of Academic Innovation and Reform.
A Technical Report Sponsored by the Carnegie Commission on Higher Education.
Berkely, California.
1973.
123 p.

This inventory brings together in one place an extensive review of the attempts many institutions have made to adjust to new demands and circumstances that have challenged them in recent years. It is a useful companion to the Carnegie Commission on Higher Education's report, Reform on Campus: Changing Students, Changing Academic Programs, and, in fact, was inspired by the need of the Commission, in deliberating on that report, to know what innovation was underway. Most of the changes listed are those that have been adopted by accredited institutions, proposed by responsible members of the academic community, and critically reviewed by knowledgeable persons in higher education during a fixed period of time.

Heist, Paul, Ed.

189. - The Creative College Student: An Unmet Challenge.
Jossey-Bass In., Publ.
San Francisco.
1970.

This book presents eleven provocative and original essays of spokesmen who represent psychology, psychiatry, humanities, science and the arts, on the subject of creativity in college students and the failure of higher educational institutions to nurture it. The authors agree that colleges tend to force exceptionally creative students to conform to conventional customs, attitudes and habits of mind, forcing or freezing them out of the system. Meanwhile, more competent, unimaginative and dutiful grade-getters have all the success, and in turn, become the ones, eventually who sanction the same behaviour in future students. The book identifies problems and suggests some practical and workable "solutions" for improvement.

Hencley, Stephen, P. and Yates, James, R.

190. - Futurism in Education: Methodologies.
1974.
510 p.

This book is one expression of the trend to achieve a more systematic study of the future within the specific context of educational futures and their environments. It is intended to bring to educational leaders in a practical manner many of the technological forecasting techniques previously familiar only to science, the military, and industry. The 14 methods and other topics discussed were chosen from among more than 100 that have been described in the available literature. The contributors have made a conscious effort to relate the methods to significant and substantive problem areas of education. Some methods are much more quantitative while others are more qualitative. Some have already had use in education while others have not. Some enable scholars to exercise intuitive thinking; others are constrained by rigorously defined methods.

H.

Higher Education Briefs.

191. - "Teaching by Telephone."
Higher Education Briefs.
4 (6), 6.
1971.

This article decribes the Kansas State University telephone communications system with centers at fifteen locations; any telephone can be used to tie an individual into the system.

Higher Education and the World.

192. - "The Nature of the Modern World and Some Implications for Education."
Proceedings of the National Foreign Policy Conference for Leaders in Higher Education.
Department of State in coop. with the American Association of Colleges for Teacher Education and the American Association of Community and Junior Colleges.
Washington, D. C.
1972.
4 p.

Illustrates the growing interdependence of the world, the rate and magnitude of profound political, economic, and social change in recent years, the rapidly growing need for intercultural understanding and international cooperation, and the need for the educational system to come to grips with such fundamental facts of life. Article briefly summarizes some selected programs of OE's Institute of International Studies, now the Division of International Education, that are helping make American higher education more relevant to the world in which we live.

Hill, Roger, W.

193. - Bibliography for Cable T. V.
Suffolk County Organization for the Promotion of Education (SCOPE), n.d.
Stony Brook, N. Y.

Lists approximately 165 references, primarily articles appearing in general, educational, business, technical, and legal publications between 1963 and 1969.

H.

194. Holtsman, Wayne (Ed.).
- Computer Assisted-Instruction, Testing, and Guidance.
Harper and Row.
New York.
1970.
402 p.

Application of computer technology to educational practice. Discusses the implications, social and psychological, of computer teaching, testing and counseling. The papers were prepared for the Conference at the University of Texas in Austin, in October, 1968, which was organized by the Social Science Research Council and the College Entrance Examination Board.

195. Hooper, R.
- The Open University: A Report.
Office of Educational Communications.
State University of New York.
Albany, New York.
1972.

The author, a member of the BBC Open University staff, discusses a number of problems caused by mass-oriented, television courses of the type planned; conceptual and fundamental questions, as well as practical and logistical questions are raised, and solutions are offered when they are thought available.

196. Houle, Cyril, O.
- The Design of Education.
Jossey Bass, Inc.
San Francisco.
1972.

Systematic design for adult education system for planning, setting up, implementing, reconstructing, improving and evaluating adult and continuing educational programs. As a part of the book, there is a bibliographic essay on the literature of Adult Education, with the intention for use and not comprehensiveness. It contains the "chief published sources out of which the system presented in this book has been developed", to supplement the rather general statements of the book by indicating where fuller information on various topics may be found, particularly the detailed practices and techniques required in designing programs, and to illustrate various points of view suggested but not developed.

H.

197. Houle, Cyril, O.
- The External Degree.
Jossey-Bass Publ.
San Francisco.
1973.

This book assesses the external degree by describing its historical roots and some of its best established examples here and abroad; identifying reasons why it will probably be a more prominent aspect of academic life in the future than it has been in the past exploring ideas and themes around which the new proposals are centered; and considering the issues which arise as the external degree is absorbed into the practices of American colleges and universities. Since baccalaureates receive major attention in most discussins of the degree, in this book it occupies centers stage; but the associate in arts, the master's degree, and the doctorate are also considered at various points as seems appropiate. Foreign external degree programs, the purpose of the external degree, the institutional issues and problems of general policy are also seen.

198. Houle, Cyril, O.
- "The Third Era of American Higher Education."
NUEA Spectator.
38; 18; 6-13.
December, 1974.
(EJ 107057)

Past changes are traced and future fundamental changes anticipated in our American universities and colleges. A chief reason for future change will be the difference in relationships of the adult community to post-secondary institutions.

199. Hunt, J., McV.
- Intelligence and Experience.
The Ronald Press. Co.
New York,
1961.

This book traces the development of the concept of intelligence from its traditional one of fixed intelligence and predetermined development, following through changes that have taken place in psychological and neuropsychological theory, to current trends on intelligence, which reinforce the idea of central processes in intelligence and the crucial role of life experience in the development of these central processes.

I.

Illich, Ivan.
200. - Celebration of Awareness. A Call for Institutional Revolution.
Introduction by Eric Fromm.
Doubleday.
Garden City, New York.
1970.
180 p.

This work presents many of the author's previously published essays on the failure of institutions in general and schools in particular and on the critical need for alternatives in the nonschool educational sector. As "primitive monoliths" closed off from the rest of society, schools produce some learning but primarily function for certification, entitlement, and indoctrination. They create and maintain a body of elites based in large measure on the amount of teaching consumed and controversely screen out the nonelite while providing a scale to show where each person drops out. Contradictions are institutionalized, i.e., the contradiction between democratic goals and elite products and the competition ethic of schools holding that people can become more equal by competing with each other. Illich's alternative vision for non-formal learning places emphasis on the following: (a) individual choice and responsibility for actions; (b) education as personalized intercourse between people, as a process of peer matching according to common interests and free choice; (c) technological retrieval potential, i.e., the institutionalized availability of learning resources, whether human or information; and (d) personal freedom and civil rights, i.e., elimination of discrimination against people who have consumed less school ritual as well as of the virtual monopoly of public schooling with its cruel and unusual detention. Illich offers an articulate, passionate critique but provides no road maps out of the morass.

Illich, Ivan.
201. - "The Institutional Spectrum".
Cross Currents, XXI.
Winter, 1961.
pp. 87-97.

In this impassioned essay Illich develops the concept of schools as false public utilities and proposes that the radical alternative to a consumer society and deschooling of education would be to develop a more limited range of more durable goods and of institutions that can increase the opportunity and desirability of human interaction and to do so in such a way that men are relieved by machines of the burden of making things. Goods would have to be such that they would provide the maximum opportunity to "do" something with them --items made for self-assembly, self-help, reuse and repair. A "durable goods economy" would, in turn, provide an institutional framework seeking to educate for action, participation, and self-help. Illich concludes that the movement of our society from the present post-industrial bureaucracy phase to a future of post-industrial conviviality -- in which the intensity of action would prevail over production-- must begin with "a renewal of style in the service institutions-- and, first of all, with a renewal of education."

I.

The burden of much vocationally oriented education should be assumed by the occupational groups, by farms, and by industries themselves. Each individual should share equally in funds spent on education and receive perhaps two months of organized non-formal education a year. These short periods of education would be spread over twenty or thirty years and not confined to childhood.

Illich, Ivan.
202. - Deschooling Society.
Harper and Row.
New York.
1970.
116 p.

The author suggests that formal schooling must be abolished because "the pupil is... 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is 'schooled' to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work... Not only education but social reality itself has become 'schooled.'"

He calls for a "cultural revolution," for a radical examination of the social myths and institutions by which our lives are increasingly organized in an industrialized, mechanistic, and progressively less human world. More specifically, his reform suggestions call for the following: legal protection from the obligatory, graded curriculum; laws forbidding discrimanation on the basis of prior schooling; the formation of skill centers where useful skills can be learned, taught by those best equipped to teach them; and peer-matching, by which the learned may share their knowledge with those seeking instruction. Illich feels such radical measures are necessary to turn civilization from its headlong rush toward the violence that frustrated expectations will certainly unleash as long as the school myth is allowed to persist.

Although Illich is a provocative critic, his diagnosis applies more to the impoverished third world than to the advanced industrial nations. What began as the"futility of schooling in Latin America" has become somewhat simplistically "the futility of schooling". More serious is his unwillingness to acknowledge the function of schools in legitimizing and perpetuating elites and their unwillingness to share power.

I.

Illich, Ivan.
- "The Futility of Schooling in Latin America".
203. Saturday Review.
April 1968.
pp. 56-59.

Ivan Illich, a Catholic educator-priest with experience in university teaching and educational planning in Puerto Rico, now directs the CIDOC Program in Mexico. His basic thesis elaborated in this important essay is that formal schooling, as now idealized and practiced, must be supplemented and, on occasion, substituted by out-of-school education. In the face of the current population explosion in Latin America, Illich claims that schooling acts as a narrow bridge over a widening gap between the underprivileged masses and the upper classes and that school systems built for modern industrial nations will not fit the developing nations.

Illich, Ivan.
204. - "After Schooling What?"
Social Policy II, 3.
September-October 1971.
pp. 5-13.

Illich argues that "to reduce the present crisis in public education by simply doing away with schools and relying on alternative structures might lead to the subtle renewal of alienation, dependency, and social inequality." He contends that "the breakdown of schools must be understood as a symbol of crisis in the larger society -- a political and cultural crisis the democratic resolution of which requires clear political objectives." Specific political goals for schools can, accordingly, be most sharply defined by distinguishing three general types of "intercourse" in which a person must engage if he would grow up: get at the facts, get access to the tools, and bear the responsibility for the limits within which either can be used."

ILO.
205. - "Human Resources for Industrial Development: Some Aspects of Policy and Planning."
Studies and Reports.
New Series.
No. 71.
Geneva.
1967.
p. 32.

This report presents a convincing plea for a more systematic approach to human resource development in schools and in non-formal out-of-school education and training programs. It notes that many countries have tended to overinvest in schooling without an overall view of the problem nor of the criteria that would enable the assessment of costs and benefits of such investment.

I.

The report proposes the systematic development of "an integrated system" of all available educational resources for the effective education and timely training of needed personnel.

Ingle, Henry T.

206. - Communication Media and Technology: A Look at Their Role in Non-Formal Education Program.
Academy for Educational Development, Inc. Washington, D.C.
1974.
Bibliography: p. 67 (371-33-151)

Ingroup.

207. - Learninger.
Interest Group Formation Service of the Public.
Learning Corporation.
Cambridge, Mass.
(Brochure).
1971.
2 p.

This brochure describes how the Public Learning Corporation was founded in May 1970 to provide the prototype of a nonschool learning service system not merely responsive to but based on the needs of its clients as they define them. It is claimed that such a non-formal learning service system should be able to meet the particular requests of any client for assistance in cognitive, emotional, social, philosophical, physical, spiritual, or other development with that combination of information, skill training, facilitative support, and awareness that the client will find useful. Such a learning-service system should provide access to people who share the same questions, access to facilities and equipment that are needed, and access to information-retrieval and media-display systems, that, taken together, would provide clients with the opportunity to follow their individual lines of inquiry as they form the pattern of their personal growth. At present, the Interest Group Formation Service provides people with the opportunity to find others who share their interests. The proposed next step, if the Ingroup service grows, is to build public learning centers where people can meet to learn together.

I.

Institute for Educational Leadership.
George Washington University, Washington, D.C.;
208. - Approaches to State Licensing of Private Degree-Granting Institutions. The Airlie Conference Report. IEL Report No. 8.
Spons Agency - Fund for the Improvement of Postsecondary Education, Washington, D.C..
November 1975.
79 p.

Despite the efforts of an array of Federal State, and private agencies, the spectre of fraud in higher education is increasingly common. The logical arena for corrective action is the states. It is they who hold the authority to charter, license, and in essence permit America's more than 1,000 private degree-granting institutions to exist. But only 25 states in the country can claim functioning licensing operations. The methods and criteria by which state licensing operates remains elusive and poorly defined. Features of non-traditional education such as time and place, free degrees and credit for prior learning, leave licensing officials groping for standards. Complicating the situation is the rapid change from single-campus tradition to an interstate marketplace in which institutions of all persuasions are setting up extensions and external-degree programs far from home. Recommendations are that: (1) non-licensing States get into the act; (2) a comprehensive interstate information clearinghouse be set up; (3) technical assistance and research services be given to the sparse and untrained staffs that comprise licensing authority in most states; and (4) additional conferences and active participation of state licensing officials in all aspects of the reform movement.

Instituto Colombiano para el Fomento de la Educación Superior. (ICFES).
209. - A Report Concerning the Establishment of a Colombian Distance Education Project.
March, 1976.

This is a report made by the Open University consultancy service of the Open U of Great Britain for the ICFES (Instituto Colombiano para el Fomento de la Educación Superior). It analyzes the structure and organization of the Colombian project for establishing a distance education institute. The report discusses the need for this type of establishment in Colombia and considers several points of importance, such as the necessity of providing inservice teacher training and mentions possible options open to it, such as areas of administration, computerization, course provisions, evaluation and management. The further amplification of this project is analyzed, and organization structures, the use of broadcasting and the development of an assessment policy and staff requirements, as well as cost components, are analyzed. The report is intended as a useful tool to the planners of this project and as such, will also be helpful to others thinking along the same lines.

J.

Jacobs, H. Lee, et al.

210. - Education for the Aging: A Review of Recent Literature.
Adult Education Association of the United States
Washington, D.C.
1970
118 p.

This literature review covers studies and reports on a wide range of behavior patterns relative to the aging process. While most of this work deals with non-formal education for aging in terms of adult problems and interests, attention is also given to developments in early life experience and in attitudes that tend to set the pattern for later life characteristics. Chapters focus on learning characteristics and abilities of older adults, existing opportunities and remaining areas of need for education on aging in the educational system, job retraining and other kinds of "informal educational opportunities," and factors germane to preparing for retirement.

Jacobson, Robert L.

211. - "Southern Accrediting Unit Sets Standards for Off-Campus Degree Programs".
Chronicle of Higher Education
Vol. VI, No 11.
December 6, 1971.
p. 1.

This important article examines the accrediting of external degree programs. The Southern Association of Colleges and Schools is the first accrediting body to set standards for recognition of external degree programs.

James, Francis J. Jr., and Edwards, Donald R.

212. - "Some Reflections on the Use of Computers within a Graduate Management Education Environment";
Educational Technology
Vol. 12, No. 6.
June, 1972.
pp. 61-62.

Collegiate schools of business have developed a place for computer technology with their curriculum. Discussion of some of the trials that some schools have undergone to establish such systems and suggestions for those contemplating the adoption of using computers.

J.

James, The Right Honorable Lord James of Rusholme.
213. - The James Report.
Heslington, England.
January 25, 1972.

This is a report on teacher training by the Right Honorable Lord James of Rusholme, Vice Chancellor, University of York, Heslington, England. It includes recommendations for the training of teachers needed for open university and similar educational experiences.

Johnson, Jeffrey N.
214. - University of Minnesota Faculty Participation in the University Without Walls.
University Without Walls.
Minneapolis, Minn.
1974.
25 p.
(ED 095 733)

This study offers a preliminary description of the faculty members at the University of Minnesota who have worked with University Without Walls (UWW) students outside of the conventional classroom setting. The American Council on Education Faculty questionnaire was sent to 141 university faculty members; 53 percent responded. Findings indicated: 1) University faculty participants in UWW are likely to be of senior rank. 2) On other demographic variables, UWW faculty do not differ significantly from the University faculty at large. 3) UWW faculty participants express greater interest in teaching than research, and the majority feel that a faculty member's teaching effectiveness, not publications, should be the primary criterion for promotion and tenure. 4) Only 10 percent of the faculty prefer to rely only on the UWW model of one-to-one advising of the sort provided in UWW; most prefer a combination of teacher-student patterns of interactions. 5) The majority of respondents are in agreement with UWW's goals of helping students to learn how to learn and to; achieve a liberal education. 6) The majority of respondents worked with more than one UWW student, and there is a tendency for individual university faculty members to be repeatedly contacted for service in UWW. Additional findings and conclusions are given.

Johnson, Orville W.
215. - "The Extension Center as a Re-Entry System."
School and Society.
Vol. 100, No. 2341.
April 1972.
pp. 227-228.

"One of the greatest values of an off-campus extension center is that it provides a re-entry system for each student". An extension center offers opportunities for adults desiring learning but not necessarily a degree. Community Colleges offer such options for students living outside the range of a university as well as external degree programs.

J.

Joint Economic Committee.
U.S. Congress.
216. - Automation and Technology in Education.
August, 1966.
17 p.

Recent developments in such technological aids as educational television, videotape, computerized instruction, microfilms, and talking typewriters, have the potential to revolutionize the American system of education, to alleviate socioeconomic ills, and to eliminate adult illiteracy. However, long-range benefits will depend greatly on basic and applied educational research, sound curriculums and administrative structures, and effective use of both teachers and advanced equipment. Therefore, educational institutions, government agencies, and manufacturers of educational "hardware" and "software" must work together to develop systems of techonology geared to the genuine needs of students. (This was a report of the Subcommittee on Economic Progress of the Joint Economic Committee, to the 89th Congress, Second Session and is also available, for 10 cents, from the U.S. Government Printing Office, Washington, D.C.).

Joseph, Michael.
217. - University Studies for Adults.
Unwin Bros. Ltd.
England.
1972.

Journal of Engineering Education.
218. - The Effectiveness of Undergraduates' Industrial Training.
Vol. 5, pp. 281-289.
Pergaman Press Ltd.
London.
1967.

219. The Journal of Higher Education.
Ohio State University Press and AAHE.
Journals Dept., Ohio State University Press.
2070 Neil Ave., Columbus, Ohio.

Professional journal published by the Ohio State University Press in affiliation with AAHE; appears monthly except July, August, and September; contains scholarly and topical articles, editorial comment, news summaries, and reviews of books about higher education; one-year subscription $10.-

K.

Kahn, Herman.
220. - Communications/Future.
Audio Cassette tape of presentation to the New Medium Conference.
New York University.
May 12-13, 1971.
New York.
1971.

A prominent"futurist" discusses educational and cultural trends which may be furthered by the widespread adoption of video cassettes. Emphasizes the benefits of a "shared literature".

Karkhanis, Sharad, Comp.
221. - Open Admissions: A Bibliography 1968-1973.
City University of New York, N.Y.
Office of the Chancellor.
1974.
33. p.
(ED 0895288)

When the City University of New York (CUNY) announced its open admissions program in 1969, the principal impact seemed to be local. Since then, an enormous amount of material has been generated about open admissions. CUNY published and distributed this bibliography in the hope that it will add to an understanding of open admissions and to future discussions about it. The first part of this bibliography covers the CUNY publications relating to open admissions. The section on articles includes papers that go beyond the mere description of the open admissions policy at CUNY. The third selection of articles from the New York Times was based on the content of the articles that were considered relevant to the concept of open admissions are included in the hope that they may add to the comprehensiveness of this study.

Katz, Joseph and Associates.
222. - No Time for Youth.
Jossey-Bass Inc., Publishers.
San Francisco.
1969.

This book follows the college undergraduate throughout the four years of college, both privately and academically. Basing its questionning on the interviews made by skilled investigators, the book presents a picture of what it is like to be a college student and of why this student rebels against the establishement, due, the book feels, to the distressful inadequacies of undergraduate education. It finishes by outlinining a new approach in which the individual development of the student is the central goal, representing radical changes in the curriculum, in the role of the teacher, and in the life of the student in and out of the classroom.

K.

Kearney, Kevin E.
223. - "Innovative Higher Education for Adults. Redesigning the Halls of Ivy: Innovations in Higher Education."
Compact.
6; 5; 31-33.
Oct., 1972.
(EJ 066224)

Describes a unique external degree program at the University of South Florida, which offers to adults a bachelors degree based largely on independent study.

Keller, Fred; Sherman, Gilmour, J.
224. - The Keller Plan Handbook: Essays on a Personalized System of Instruction.
W. A. Benjamin, Inc.
California.
1974.
91 p.

This book is primarily for the reader who wants to know more about the personalized system of instruction, a new way of teaching that is finding considerable acceptance in the world today. In a sketch of independently written essays, are sketched the origins of the system, its basic features, and how it may be put to use by interested instructors. Also indicated is its current range of application, its instigation of research, and its grounding in behavior theory. Some of its limitations are suggested. Questions most commonly asked about the system are answered.

Kellog Center for Continuing Education.
225. - Proceedings of the Annual Seminar on Leadership in Continuing Education.
Michigan State University.
East Lansing.
1968.
(ED 021192)

Discussions cover demands on educators in continuing education during the final decades of the twentieth century, the relationship of continuing education to society, and the ultimate goals of education in the 21st. century.

K.

Kezard, Yelnats.
226. - "To:the Inter-Galaxy Council on Higher Education Re: Winds of Change in Adult and Continuing Education."
Adult Leadership.
23; 9 ; 286-8.
March, 1975.
(EJ 113783)

From the perspective of a visitor from outer space, the author cites the needs of adult and continuing education throughout the world. Listed are several recommendations that merit attention with the United States as prime force in their implementation.

Kimball, Solon T.
227. - Culture and the Educative Process: An Anthropological Perspective.
1974.
285 p.

An anthropological perspective on the educative process is presented in the four parts of this book. Part 1, "An Anthropological Overview", suggests some of the many viewpoints from which anthropology says something about education. For instance, methodologically, anthropologists look at the whole context of a learning situation rather than at isolated experiments in learning. Subtitles in Part 1 include Culture, Society, and Educational Congruency; the Relevance of Anthropology; Anthropology and Teacher Training; Teaching Anthropology in Professional Education; and the Natural-History Method and Education. Part 2, "Culture and Learning" focuses on the relation between our image of the child and teaching, cultural differentiation and learning, and the relation between our image of the child and teaching, cultural differentiation and learning, and the relation between the organizational environment of the school and the child's response to the teaching process. Part 3, "Development Through Education", enlarges on education as a factor in community and national development. Chapters on the author's field experiences document the theme that education must bring to all peoples an understanding of their relation to nature, to each other, and to other cultures in order to provide a basis on which to work for the solution of international problems. Part 4, "The Educational Challenge", explores the importance of anthropological research in formulating educational policy and program.

Kimmel, Ernest.
228. - Non-Traditional Study and the Adult Student.
Paper.
1973.
27 p.
(ED 080891)

Nontraditional higher education is a movement toward increasing the options open to an individual in the pursuit of post secondary education. Its major emphasis is in recognition of individual differences and making institutions more flexible in response to them. This paper describes many programs and proposals throughout the country, giving special attention to two: University Without Walls and Empire State College. In most of these programs the institution

K.

has some role in planning, defining, or approving the educational direction of students. External degree programs are more often limited to counseling functions. The role of the public library is being broadened to meet the new demands placed upon it. The activities of two organizations sponsored by the College Board and ETS are brought up to date: the Commission on Nontraditional Study and the Office of New Degree Programs. The impact of innovative programs on Traditional Higher Education is discussed.

Kinsel, John B; Latham, Jefferson M.
229. - University Without Walls: Student Profile.
Hofstra University, Hempstead, N.Y. New Coll. Educational Research Office.
1974.
19 p.

(ED 096864)

The preceding report provides a limited view of 60 percent of the initial group of students in the Hofstra University Without Walls (UWW) program. Results from the two tests and the Background Questionnaire suggest that these students, in spite of their average age, are not significantly different from the average New College entering freshman in political/social background and intellectual characteristics. They do differ in terms of their life experiences, employment background, apparent social maturity, and reading skills. These conclusions must be viewed extremely cautiously because of the limited sample of UWW students and lack of statistical verification, e.g., the similarities and differences noted are primarily judgmental based upon a review of the above results by the investigators.

Kleis, Russell J.
230. - Bibliography on Continuing Education.
1972.
113 p.

(ED 078242)

This is the fifth in a series of updatings of this bibliography. Nearly three fourths of the titles have appeared since the original list was prepared seven years ago. The bibliography is organized in 12 sections. Eight of the sections consist principally of books, each of which relates to a course, seminar, or institute of the program of graduate studies in continuing education at Michigan State University. One section includes research and bibliographical listings; another lists series publications of special interest to students of continuing education; adult learning and methods in continuing education; and the final section includes periodicals and special publications. The title of the 12 sections are: general overview of continuing education; adult learning and methods in continuing education; social foundations and social significance; continuing education in colleges and universities; continuing education in local communities; adult basic education; continuing education for special local communities; adult basic education; continuing education for special groups; comparative studies in continuing education; physical environment for learning; bibliographies, literature reviews and research in continuing education; special series publications; and periodicals.

K.

Kliment, Stephen A.; Lord, Jane.
231. - Build if you Must, But Consider...2 Non Campus Facilities.
Planning for Higher Education; Vol. 3.
No. 2; April 1974.
Society for Coll. and Univ. Planning.
New York,
1974.
4 p.
(ED 093223)

This is the second of seven articles to address the problem of what higher education can do to meet the space needs of new programs and a widened constituency. This article explores the solution of relying actively on non-campus facilities and programs. Many institutions, to answer this problem, have begun to use the dispersed campus, outreach and external degree programs, and new technology. The Educational Facilities Laboratory has checked with 75 institutions that use noncampus facilities and have reported on them in this article. The solutions are divided into 4 categories: the dispersed campus, operating in several leased or rent-free facilities in the surrounding community; community facilities focused on specific groups in the community, such as the military or prisons; external degree programs, requiring formal facilities; and technology-based outreach programs that transmit education over distances.

Knowles, Malcolm S. and Associates.
232. - Handbook of Cooperative Education.
Jossey-Bass.
San Francisco.
1971.
p. 367-374.
Cooperative Ed.

The history, objectives, and future of cooperative education; programs in the U.S., Canada and England; how to plan, conduct, and administer such programs; and the special relevance of these programs for ethnic minorities and women are discussed.

Knowles, Malcolm, S.
233. - Higher Adult Education in the United States:
The Current Picture, Trends and Issues.
American Council on Education.
Washington, D.C.
1969.
(ED 034145)

This paper represents an analysis of the literature of higher adult education from 1960 through 1968 and an attempt to place the field of adult education in perspective.

K.

Knowles, Malcolm S.

234. - The Modern Practice of Adult Education: Andragogy versus Pedagogy.
The Association Press.
New York.
1970.
384 p.

This book is a guided inquiry into the newly emerging technology of adult education based on an original theory of andragogy (the art and science of helping adults learn) as distinguished from pedagogy (teaching children and youth). Its central thesis is that adults in certain crucial respects are different from young people as learners and that a different approach is needed.

Knox, Alan B.

235. - "Higher Education and Lifelong Learning"
Journal of Research and Development in Education.
7; 4; 13-23.
Summer, 1974.
(EJ 101973)

The purpose of this chapter is to illustrate some of the emerging relationships between institutions of higher education and adults engaged in lifelong learning.

Kramer, Lawrence F.

236. - " Lifelong Learning Comes of Age".
Planning for Higher Education.
3; 1; 13-16.
Feb., 1974.
(EJ 091291)

Higher education is becoming a voluntary self scheduled activity, pursued by individuals from all social strata throughout their lives. Argues that increase in continuing education will accelerate the erosion of the ivory tower university. Reports on a workshop concerned with new approaches to planning for the adult student in higher education.

K.

Kray, Eugene J. & Wyman, Bruce T.
237. - Policies, Procedures and Politics Affecting Experimental Learning.
March, 1975.

Delaware County Community College (DCCC) in Pennsylvania is in the process of developing an external degree program for working adults. This study was designed to examine the internal political structures within which the policies and procedures of assessing experiential learning were developed by other colleges, and to recommend a course of action for DCCC. Questionnaires were sent to 30 institutions belonging to the Cooperative Assessment of Experiential Learning (CAEL) Assembly; of the 15 institutions responding, six--New College of California, Northeastern Illinois University; Sterling College, Webster College, College of Saint Rose, and State Technical Institute of Memphis --were chosen for case studies. Using these case studies, plus applicable data obtained from other respondents, the policies, procedures, and politics are summarized in terms of the following problems: Faculty Related, Business Office, Registrar, Admissions, Accrediting and Transfer, Publicity, and Obtaining a Program Director. Involvement and articulation of all parties from the earliest possible time, plus a participatory governance structure to shape and develop policy revisions, seems to be the key to early acceptance and successful development of a system of assessing experiential learning. A literature review, the six case studies, a chronological list of the steps to be taken by DCCC, the questionnaire, a summary of responses, and two tables describing program costs are also included.

Kreps, J.M. and Laws, R.
238. - Training and Retraining Older Workers. An Annotated Bibliography.
National Council on the Aging.
New York,
1965.
(ED 026472)

The 123 annotated listings cover the years from 1943 through 1965 and are organized under headings of general references and government.

K.

Kulich, Jindra.

239. - Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials, 1945-1969.

1969.
1971.
225 p.

(ED 057321)

This annotated bibliography aims at bringing together most of the English language materials on adult education in continental Europe published during the 25 years since the end of the Second World War. In accord with the variety of concepts and differences of opinion on definitions of what does or does not constitute adult education, which abound among European adult educators in the countries covered, and wishing to make the bibliography as broad and useful to as wide a field as possible, the broadest possible concept of adult education verging on education of adults was used in selecting items for inclusion in the bibliography. Subjects include vocational education for adults, training in business and industry, adult secondary and university level credit study, activities of museums, art galleries and libraries, and liberal adult education. Most of the material covered by this bibliography is mainly descriptive, including many observations and impressions of English and North American adult educators visiting European countries. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. A total of 25 countries is covered. A list of periodicals systematically searched for materials is included. A total of 857 annotations are entered in this bibliography, an additional 402 sources available in joint publication research service periodicals in microfilm only are included.

Kulich, Jindra.

240. - World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel.

1972.
Centre for Continuing Education.
The University of British Columbia.
Vancouver.
1972.
43 p.

The directory includes 25 institutions with the following data: name or organization, address, name and title of principal official, name and title of official in charge or research in comparative adult education; number of staff members engaged in comparative research; institutional activities in comparative adult education (including publications, research projects and meetings sponsored); Research in progress of planning stages; library of documentation centre maintained (with the statement if materials are provided). Eleven of the institutions presented are European. Part 11 carries data on 52 persons which have a similar structure as those on institutions. Twenty persons out of the given number work in Europe.

L.

Ladd, Dwight R.
241. - Change in Educational Policy.
McGraw Hill.
New York.
1970.

Laidlaw, Bruce; Laward, Richard.
242. - "Traditional Versus Open University Teaching Methods: A Cost Comparison."
Higher Education.
3; 4; 439-467.
Nov. 1974.
(EJ 104445)

The variable cost per student --course is with one exception lower in the Open University than elsewhere. This constitutes a strong case for the use of existing Open University packages in campus universities in England.

Lawlor, John (ed.).
243. - Higher Education Patterns of Change in the 1970s.
Routledge and Kegan Paul.
London.
1972.
155 p.

This collection of essays is a sequel to a collection published in 1968 under the editorship of Professor Lawlor and entitled The New University. The present volume focuses on the challenges and opportunities inherent in the changing pattern of higher education in the United Kingdom rather than the problems and difficulties of educationalists at this level. Among the wide-ranging subjects of the essays, the following may be given as examples: The future of the colleges of education; The new polytechnics; their principles and potential; The Open University and the problem of interdisciplinary education; and the structure of a morally committed university. An appendix discusses the use and interpretation of student-staff ratios.

Lawrence, Barbara Jean.
244. - The Inside-Outside School: A Design for International Education.
Unpublished Ph.D. Dissertation
Arizona State University, Tempe.
1969.
163 p.

This study develops basic guidelines for establishing systems of life-long continuing education based on the concept that different cultures and subcultures make demands on their members and that these demands, or development tasks, change from time to time. This approach, the "inside-outside school", would promote self-directed intellectual activity and social progress, especially in developing nations, by incorporating the best features of the "outside school" (the social milieu plus the mass media) with discussion, lectures, and other elements of formal education.

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The pursuit of numerous philosophical, psychological, and sociological objectives would entail the following: liberating minds toward wisdom through certain attitude and behavior changes; enlarging knowledge and understanding by such means as problem solving, literacy or basic general education and language study; and expanding communication skills through understanding, development of moral values, and constructive group, civic, and cultural participation.

Lehmann, Timothy.
245. - Educational Outcomes from Contract Learning at Empire State College.
Paper presented at National Conference on Higher Education.
(30th. Chicago, Illinois, March 23-26, 1975).
1975.
42 p.
(ED 111306)

The Empire State College does not have a traditional campus but operates from a variety of leased facilities located in major population centers and in smaller communities where there appeared to be a clear need for such a college. Who are the students attracted to an individualized contract learning type of program and why do they seek out Empire? What are the components of contract learning, how do students carry it out, and how do they evaluate it? What are the educational outcomes from contract learning and how satisfied are students with this approach to learning? Answers to these questions imply: contract learning seems a particularly well-suited format for the older, working, married adult who may have attended several colleges some years ago. Students differ at entry and throughout the degree program in their ability to handle independent study. The role of mentor becomes crucial if the college is to foster self-learning. An experienced, resourceful, and mature group of faculty committed to the ideal of independent learning is needed to effectively work with students having different styles of learning. The contracting process itself has substantial educational benefits apart from the subject matter the contract addresses.

Lengrand, Paul.
246. - An Introduction to Life-long Education.
UNESCO.
Paris.
1970.
99 p.

The author presents a theoretical basis for life-long education and discusses a variety of requirements and problems involved in implementing his interpretation of the concept. He concludes that the logic of the development of life-long education in programs of adult education, in out-of-school training, in the mass media, and in universal instruction demands a basic transformation of social structures. Thus, its introduction will, to the extent that the totality of the structures of the polis are involved in its realization, be an essentially political undertaking. And, as with related concepts such as democracy, liberty, equality et al., "life-long education does not yet exist anywhere in the fullness of its aims."

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Leonard G.
247. - Education and Ecstasy.
San Francisco, California.
1971.

Wide-ranging discussion of the goals and methods of education.

Lester, Richard I.
248. - "Britain's University of the Second Chance".
Continuous Learning.
10; 6; 255-62.
Nov/Dec. 1971.
(EJ 053729)

Describes Britain's Open University, an arrangement whereby higher education is provided via the broadcast media on a mass basis, with no admissions criteria and allowing for flexible scheduling of courses taken by the student, and leading to an undergraduate or graduate degree.

Levien, R.E.
249. - The Emerging Technology: Instructional Uses of the Computer in Higher Education.
McGraw Hill.
New York.
1972.

This study, sponsored by the Carnegie Commission on Higher Education, discusses the present and potential roles of computers in instruction, research, libraries, and administration, covering everything from hardware to finances.

Lichtman, Jane.
250. - Bring Your Own Bag: A Report on Free Universities.
American Association for Higher Education.
1974.
128 p.

A firsthand look at what free universities are and what free universities do. The author, who toured the country in a van to gather data, traces the development of these free-wheeling, often show-string budgeted schools, and goes into detail on course offerings, enrollments, teaching-learning styles, and finances. The last section offers tips on how to start your own free U.

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Licklider, J.C.R.
251. - "Televistas: Looking Ahead Through Side Windows."
Public Television: A Program for Action.
Carnegie Commission on Educational Television.
Bantam Books.
New York.
1967.
pp. 201-225.

An early, widely-quoted discussion of "what educational television might do... if it could afford to present a much wider range of programs, direct its services to small and highly selected audiences, and even engage in two-way communication." CATV is not stressed, but the special capabilities of cable are implicit in the thinking throughout.

Liebman, Arthur.
252. - Latin American University Students: A Six Nation Study.
Harvard University Press.
Massachusetts.
1972.

Lindquist, Jack.
253. - Implementing Contract Learning Innovation Process in Higher Education.
Paper presented at:
National Conference on Higher Education.
(30th, Chicago, Illinois, March 23-26, 1975).
1975.
24 p.
(ED 111308)

Some of the reasons for adopting contract learning and some strategies used at Empire State College, the University of South Carolina, and Wilmington College, are useful in aiding the adoption of new ways of teaching and learning. Several useful strategies are: 1) launch a committee to study local goals and needs; 2) connect the group and concerned outsiders to evidence about local conditions and to external knowledge resources; 3) seek and sustain support at the top of the institution but broadly involve faculty; 4) persuade persons whose support is needed by personal interaction; 5) develop advisory groups; 6) seek external funding to get things started but switch to stable internal support as quickly as possible; 7) recruit leaders and faculty who understand the program; 8) carefully evaluate contract learning experiences, outcomes and related costs; 9) provide orientation and professional development opportunities for those who must assume the new roles; 10) provide reasonable workload and suitable rewards for mentoring functions; 11) set up mechanisms to disseminate innovation; 12) establish renewal units such as planning committees, research officers, faculty development centers, policy analysis and planning officers.

L.

Linton, Ralph.
254. - The Cultural Background of Personality.
Prentice-Hall, Inc.
New Jersey.
1973.

This book explores the possibility of studying the interrelationships between the individual and society through the union of several social sciences among them, the most important being, psychology, sociology and anthropology -without being limited in the study by any specific boundaries. The author outlines the emergence of a new science, within this context, which is devoted to the dynamics of human behavior. An attempt is to make to reach and understand the X or individual personality which is present in every society. This new science, among other things, explores the reasons for society's acceptance or rejection of new ideas based on the personality factor. The author stresses the importance of integrating the social sciences, not necessarily putting them together under one skull, but at least under one science. He enumerates the problems of doing this and the advantages of its success.

Lippert, Henry T.
- "Computer Support of Instruction and Student Services
255. in a College or University."
Educational Technology.
Vol. 11, No. 5.
May, 1971.
pp. 40-43.

Universities have not caught onto the use of computers for education. Use is reserved mainly for administration purposes. Suggestions for the use of computer support for instruction and student services are given. There is a section on prerequisites and the emphasis on the learner.

Liveright, A.A.
- "Learning Never Ends: A Plan for Continuing Education."
256. Campus 1980: The Shape of the Future in American Higher Education.
Alvin C. Eurich (ed).
Delacorte Press.
New York.
1968.
pp. 149-175.

The author predicts that private institutions of higher learning, both within cities and in peripheral areas, will be called upon increasingly to help provide for growing and varying continuing education needs. He

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envisions the rise by 1980 of a new institutional form, the College of Continuing Education, that will combine continuing education and community service. He proposes the creation of four institutes --Occupational and Professional Development, Personal and Family Development, Civic and Social Development and Humanistic and Liberal Development --served by three centers-- Counselling and Community Referral, Research and Professional Development, Metropolitan Studies and Problem Solving. He also offers ideas on campus facilities for adults, faculty arrangements, administration and organization, financing, and community cooperation. An appendix lists 46 examples of existing programs and activities in continuing higher education.

257. Livingston, Sterling J.
- "Myth of the Well-Educated Manager."
Harvard Business Review, XLIX, 1.
January - February, 1971.
pp. 79-89.

This article discusses the inability of formal management education programs in universities to develop explicitly the traits, knowledge, and skills that are necessary for career success and leadership in any business organization. Livingston states that "the tasks that are most important in getting results usually are left to be learned on the job, where few managers ever master them simply because no one teaches them how." Formal education, in sum, "overdevelops an individual's analytical ability, but leaves his ability to take action and to get things done underdeveloped." The author suggests that "experience is the key to the practitioner's skill," that managers must learn on the job how to take action and how to gain the willing cooperation of others in achieving desired results. Although effective managers mostly share the common characteristics of the need to manage, the need for power, and the capacity for empathy, they must also learn how to observe their environment first-hand and to assess feedback from their actions.

258. Loevinger, Jane; Wessler, Ruth; et al.
- Measuring Ego Development.
Jossey-Bass Inc., Publishers.
San Francisco.
1970.

1. Volume 1: Construction and Use of a Sentence Completion Test.
2. Volume 2: Scoring Manual for Women and Girls.

Representing almost a decade of work, this book offers the first major test construction project in this field of research. Divided into 2 volumes, it presents a new approach to scoring sentence completion tests

for level of ego development. Volume 1 explains the underlying construct, a detailed explanation of how to use the manual in clinical or research work, the rationale of manual construction and extensive studies of its use, covering particularly interrater reliability, factorial homogeneity, and the effectiveness of the self-training method.

Volume 2 is the scoring manual. It contains specific instructions for scoring responses to each of the thirty-six sentence stems; many of which are the same as or similar to those used in other sentence completion tests. For each stem, characteristics to be expected at each scoring level, are discusses and illustrated. For each level, examples of responses are grouped into categories, so that a large part of the rating task is to match the content of the response to the content of one of the examples. Although the scoring manual is worked out in detail for women and girls, mastery of its use transfers without further training to tests for men and boys, even though somewhat different stems are used

The book was constructed on the basis of experience with thousands of cases. It is a unique handbook of information on how people at different ego levels think and how they use language.

Lucas, Vane B

259. - "Revolution --Putting the Pieces Together". Training in Business and Industry. Journal. Vol 7, No. 9. New York. September, 1970. pp 29-33.

A new education building at The American College of Life Underwriters in Bryn Mawr, Pennsylvania will provide for experimentation and validation of innovative learning experiences for adults.

Lumsden, Keith G.; Ritchie, Charles.

260. - The Open University: a Survey and Economic Analysis. Research Bulletin 74-26. Educational Testing Service, Princeton, N.J. Department of Health, Education, and Welfare. Washington, D.C. 1974. 177 p.

(ED 100269)

Britain's Open University, a significant departure from the conventional university, is described, contrasted, and compared with its traditional counterparts. This paper examines the economic implications of establishing an open learning system in the United States, while emphasis is placed on the history and structure of the Open U, output and costs of the Open U, cost comparisons of the Open U and conventional universities, and changing

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aspects of resource allocation. Appendices include course offerings, student characteristics, and demand for the open university, cost calculations for conventional universities in the United Kingdom, and cost estimates of an open university in the United States.

Lynton, Ernest.
261. - "Distinctions Among Key Programs".
New Directions for Institutional Research.
1; 4; 19-28.
Winter 1974.
(EJ 112776)

The presence or lack of the teaching function, the use of unconventional delivery systems, and the principle of student-directed learning are three sources of differentiation among non-traditional programs.-

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262. Machlup, Fritz.
- Education and Economic Growth.
University of Nebraska Press.
Lincoln, Nebraska.
1970.
106 p.

This essay examines the state of the art concerning the economics of education, and especially the relation between formal and non-formal education and economic growth. Reviews productive and unproductive effects of schooling, attempts to calculate private and social returns from education, and examines demand and cost considerations in relation to alternatives to schooling. Machlup suggests that on-the-job training and adult-education programs have a faster pay-off than schooling, despite the latter's far greater rate of return over a lifetime. He distinguishes three types of on-the-job "in-service" education as follows: company-sponsored training courses for employees using an instructional staff, worker training without special teachers, and non-formal learning by a worker seeking to improve his performance and skill in order to become eligible for advancement to higher pay or a better job.

The author concludes that such efforts should be linked with adult education sponsored by public or civic agencies even though the return of these programs will almost always be slower and less certain than for training on the job. Both will, however, be much faster than for formal primary schooling. Machlup concludes that non-formal education programs, usually held at night, in vocational training and in adult education programs will succeed only if popular enthusiasm for learning is aroused. "People do not learn against their will; it takes a degree of commitment and passion for people to make the required effort. If a mass movement for adult education can be stirred up, the rate of return on this investment may be much higher than that on other educational (i.e., formal schooling) outlays."

263. Maetin-Vegue, C.A. Jr., and others.
- "Technical and Economic Factors in University Instructional Television Systems."
Proceedings of the IEEE LIX.
June, 1971.
pp. 946-953.

Compares costs and technical characteristics of UNF/VHF, CATV, video tape, microwave, ITFS, satellites, and other configurations of video transmission.

M.

Maheu, René.

264. - "De la Educación de Adultos a la Educación Permanente."
Boletin Centro de Documentación
No. 36.
November 1970.
p. 10-12.

The author calls for a total reorientation of adult education to the concept of lifelong learning as an indispensable concomitant of the growth of "popular culture." Such a change, the author insists, is a necessary first step in the creation of a "nuevo modelo humano," a new conception of what man is and can become. Maheu is Director General of UNESCO.

Malcolm, Andrew.

265. - "Minnesota College With No Campus, Classrooms or Grades Opens."
New York Times.
February 4, 1972.
p. 27.

Minnesota Metropolitan State College opened February 1, 1972, designed for adult students, ages 21 and over, to earn degrees through independent study and examinations. It is compared to the High School Equivalency Test concept.

Marais, G.

266. - Management Training by Teletuition.
Lecture delivered at the 3rd. International Productivity Congress --Management in the Future, Vienna, Hofburg.
University of South Africa.
Pretoria, South Africa.
October 28-30, 1970.

Professor Marais is Director of the School of Business Leadership (SBL) and has written a carefully detailed paper outlining management training by television in South Africa. The paper describes in detail the School of Business Leadership. Also covered in the paper is the Master in Business Leadership, the Advanced Executive Programme and the Doctorate Programme of the University of South Africa. Methods and experience of adult students are included in the study.

M.

Marien, Michael.

267. - Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts and Proposals.
Educational Policy Research Center.
Syracuse University.
New York.
1971.
223 p.

The extensively and well-annotated bibliography of 936 items attempts "to sketch out the range of literature that is relevant to educational policy-making." It concentrates on materials containing forecasts, trends, and proposals --or documents on current changes, future states, and "recommended states of affairs that ought to occur." Also described are 22 documents on adult and continuing education from "low-visibility institutes and centers."

Marien, Michael.

268. - Beyond the Carnegie Commission: A Policy Study Guide to Space-Time-Credit-Preference Higher Learning.
Report No. OEC-1-7-070996-4253.
Avail: EPC Publications, Educational Policy Research Center, 1206 Harrison St., Syracuse, New York.
Aug. 1972.
117 p.
(ED 071576)

This document presents a case and guide for a "Space-Time-Preference" (STP) higher learning situation in which educational programs, plans, and proposals seek to promote learning beyond campus classrooms, while many of them are even flexible as to when and how a student learns. The purpose of the guide is to focus on the long-range problems and possibilities associated with the development of STP higher learning while raising fundamental questions for further investigation. The overlapping areas of concern deal with noncredited learning, the organizational structure or the new institutions and programs, the new technologies that will greatly enhance the possibilities for STP learning, the variation in present STP programs, institutional accreditation, equity, personnel, and relationships with the lower system. To summarize these problems and possibilities, 6 possible systems are sketched: the Extended Campus System, the Extended Credit System, the Variegated Extended Credit System, the Learner-Centered System, the Diminished Campus and the Empty-Campus. Also included in the document are an exploration of external degree programs, and a selected annotated bibliography on higher education planning.

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269. Marien, Michael.
- "Notes on the Education Complex as an Emerging Macro-System."
Global Systems Dynamics.
Edited by E.O. Attinger.
S. Karger.
New York.
1970.
pp. 225-44.

The author argues that there is "a spectrum between closed and open systems, and extremely open systems tend to be 'unsystematic,' (i.e., loose, only partly knowable and subject to irreversible changes or high plasticity)." To support this view, he presents an outline of the "education complex," a system (i.e., a complex of interacting elements) so open that serious attention must be given to various boundaries. Educating institutions include all organizations and parts of organizations involved with the provision of formal instructional services that purportedly enhance the learning processes of students --i.e., core educating systems or formal degree-granting schooling, peripheral programs (non-formal activities in adult education, management training, remedial training, retraining, and youth activities), and informal education, a residual category involving national media and local cultural facilities, social institutions, and personal media. Marien further examines the functions of selected suppliers and organized beneficiaries in the education complex, problems of systems and concept lag, and implications of the study for systems theory. This article also appears in Milton Rubin, ed., Man in Systems: Proceedings of the Fourteenth Annual Meeting of the Society of General Systems Research (New York: Gordon and Breach, 1971).

270. Martinko, Agnes.
- Motivation for Learning.
Pennsylvania State Dept. of Education,
Harrisburg.
1972.
6 p.
(ED 069216)

This article deals with three areas of student motivation in post-secondary education: 1) current innovative practices in post-secondary education, 2) the concept of work in a people centered society; and 3) the individual as a synergetic being. Since World War II when veterans proved that older persons are more motivated to learn than traditionally younger students, colleges have been providing continuing and adult education programs that allow for degrees to be earned on a part-time basis and even on a nonresidential basis. The myth that a college degree is a necessity to earn a good living is also being shot down. Cross-country truck drivers, on the whole, earn more money than college professors with Ph.D.'s.

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Education needs to be changed to train those people who are interested in occupations outside of academic fields to function in their jobs to the best of their abilities. Although it is important for a person's schooling to enable him to earn a living, it is felt that the synergetic attribute of the individual will begin to grow in importance. This synergy can be viewed both in a limited perspective as the way in which the physical, mental and emotional aspects of an individual combine and interact to form a personality, as well as a broader perspective that observes the interaction of the individual as a part of a whole that can focus on society, mankind, the universe and beyond.

Martinko, Agnes.

271. - Nontraditional Innovations in Higher Education. Classified by Mode of Operation.
Pennsylvania State Dept. of Education.
Harrisburg.
1972.
12 p.

(ED 069217)

Many higher education institutions across the United States have instituted nontraditional study programs that incorporate elements such as flexibility and individualized learning into the curriculum. Implementation of such programs serve to increase options and open doors such as: the identification of new segments of our society to be served; the use of interruption of study to enhance the educational process; the coordination of work and study to provide a total and more realistic learning experience; the nonresidential factor as a plus rather than a minus; the recognition and evaluation of experience as a part of learning; new areas of subject matter and regrouping the old ones; the use of new communicative devices for instruction; the involvment of agencies other than formal educational institutions and the consequent involvment of whole communities or regions; and new implications for government, public and private institutions, and the individual. This document describes and gives examples of nontraditional credit by examination programs, work-study programs, credit for experience programs, and credit for home study programs.

Maryland Univ., College Park.

272. - Adult Education Staff Development Bibliography. USOE Region 3.
Div. of Conferences and Institutes.
Washington, D.C.
June, 1973.
178 p.

(EJ 109494)

The bibliography has been prepared to assist in the development of libraries in [illegible]e departments of education and in institutions of higher

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education with new programs in adult education. The books, journals, and articles cited were obtained from the reading lists of courses in adult education conducted by more than 150 members of the Commission of Professors of adult education. The bibliography is a catalogue of those works in the field considered by these trainers to be basic to an understanding of the knowledge and breadth of the field. It is not intended to be an exhaustive listing of all relevant literature. The list is alphabetically arranged by author, and includes author, title, date, publisher and (occasionally) price. Appended are a five-page list of voluntary associations with adult education concerns and a five-page list of selected adult education journals.

Massachusetts State Board of Higher Education.
Boston.
273. - The Open University. A Preliminary Report.
Sept. 15, 1971.
63 p.
(ED 078721)

Because of rapidly increasing college enrollments and a matching increase in tuition and other costs to students, this document presents a proposal for an open university to be created in the state of Massachusets as an alternative to traditional higher education in the state. This study examines 13 principle components of this new university: 1) an appropriate method for determining goals of the university; 2) the target population and mechanisms for enrollment of students in the university; 3) the various themes that provide an adequate basis for educational development of students in the university; 4) the most propitious topics or courses with which to begin, and the availability of existing courses or materials; 5) the guidelines for establishing when a student has completed a course with sufficient proficiency for credit, or has earned a degree; 6) a scheme for effective instruction and guidance of students; 7) the requirements for facilities and geographical distribution of working centers; 8) the most efficient use of educational technology; 9) the guidelines for evaluation and assessment of the university; 10) fluctuation factors, such as enrollment; 11) the costs likely to be incurred in the short-term and the long-term; 12) the organizations that should participate in preparation of initial courses; and 13) the development of a timetable with emphasis on September 1972 as a possible starting date.

Mathieson, D.E.
274. - Correspondence Study: A Summary Review of the Research and Development Literature.
Clearinghouse on Adult Education.
Syracuse, N.Y.
1971.
(ED 047163)

Beginning with a historical review, this literature review covers accreditation and licensing problems, general characteristics of

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students, educational methods and course design, patterns of student achievement and completion, and innovations in correspondence methodology and suggests limitations of correspondence methodology and suggests limitations of correspondence study and expected trends in the use of programmed instruction, broadcast media, films and other audiovisual resources, small groups, special degree programs, and arrangements for course credits and degrees through examinations.

Mayhew, Lewis B.
275. - The Literature of Higher Education 1972.
Jossey-Bass Inc.
San Francisco.
1972.

Mayhew, Lewis B.
276. - Reform in Graduate Education.
Southern Regional Education Board
Atlanta, Georgia
1972.
182 p.

This monograph is concerned with changes, innovations and reforms in graduate education in the arts and sciences in the United States. The author begins by noting that, in comparison with the undergraduate and professional branches of higher education, actual changes in graduate education are relatively few and unstructured, despite the wealth of discussion surrounding this topic, which he examines in his first chapter. Thereafter, under the heading of Curriculum and Instruction, he examines such topics as interdisciplinarity, programme flexibility, course proliferation, work and field experience, and then discusses recent changes with regard to particular disciplines. Chapter three is concerned with the structure and organization of graduate education; Dr. Mayhew indicates that there is widespread dissatisfaction with the departmental system, but adds that as yet no decisive alternative has been found, despite a certain amount of experimentation. He examines degree structures and proposals for change, the accreditation of graduate education and new organizational forms, including programmes dependent on institutional co-operation. The fourth chapter concerns the training of college teachers, which is examined by innovatory topic and by institutional case study. A final chapter summarizes the findings of the foregoing.

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277. Mayville, William.
- Contract Learning. ERIC Higher Education Research Currents, December, 1973.
Available: Publications Dept., AAHE, 1 Dupont Circle, Suite 780. Washington, D. C.
December, 1973.
4 p.

(ED 083934)

This paper focuses on the nature of contract learning at institutions set up partially or solely on that basis considering: 1) contract learning that takes place as the complete educational experience, and 2) contract learning that takes place as one component of a traditional college or university program. Emphasis is placed on the general nature of learning contracts, the framework for learning contracts, non-traditional student profiles, contract learning as a program component, and program evaluation. A 31 item bibliography is included.

278. MBA Magazine.
- "The Closed Loop".
Vol. 6, No. 1.
October, 1971.
pp. 9-10.

MBA-ETV Program of University of South Carolina is the program conducted by television and telephone conference primarily for executives and traveling salesmen who cannot attend regular classes.

279. Mead, Margaret.
- "Thinking Ahead: Why is Education Obsolete?" Harvard Business Review.
XXXVI.
November-December, 1958.
p. 23-30.

The author develops concepts of vertical and lateral transmission of knowledge in stable and rapidly changing cultures, repectively. She argues that the "whole teaching-and-learning continuum, which was once tied in an orderly and productive way to the passing of generations and the growth of the child into a man--this whole process has exploded in our faces." Mead suggests possibilities for greater effectiveness in laterally transmitting agents in the mass media and indirectly in non-formal education programs.

M.

Meeth, Richard L.

280. - Government Funding Policies and Non-Traditional Programs.
The George Washington University Institute for Educational Leadership.
IEL Reports: Two.
Washington, D. C.
June, 1975.

This is the result of study commissioned by the IEL of George Washington University. For the study, conducted by the author, administrators form several major non-traditional institutions were interviewed and the results of answers to 134 questionnaires analyzed. Among the results seen were those related to funding and the problems that non-traditional programs or colleges have in obtaining adequate funding. In most cases, inequitable state guidelines related to funding are seen as setbacks to the development of non-traditional education, and in some cases, federal funding policies are also detrimental. State approval is also a setback and this is also closely analyzed. As a result of the survey, a number of suggestions for solutions also arose. These range from that of adding flat or percentage increments specifically for non-traditional program development to finding a more equitable unit of measure than the credit hour. Other more far reaching measures are widely discussed.

Michael, D.

281. - On Learning to Plan and Planning to Learn: The Social Psychology of Changing Toward Future-Responsive Societal Learning.
San Francisco, California.
1973.

Miles, Matthew, ed.

282. - Innovation in Education.
Bureau of Publications.
Teachers College.
Columbia University.
New York.
1964.
689 p.

In Chapter 1, "Educational Innovation: The Nature of the Problem", Miles compares costs and programs of the formal and non-formal "sub-systems" of the American educational efforts in 1964, Miles estimates that $27 billion were spent in the formal sub-system and $13 billion in the non-formal area.

M.

283. Miller, David.
- Open Universities in the United States. Four Models and Recommendations.
Report No. HEW-08-72-206.
Department of Health, Education, and Welfare.
Washington, D.C.
Oct. 1972.
183 p.
(ED 071629)

This report discusses briefly the concept of open education and its application at the college and university level. Efforts already underway in the United States and abroad are covered in two appendices. Four models of open universities are described in some detail. One model is based on the extension of community college activities. The second model assumes a close relationship with one or more four-year institutions. The third model is based on a nationwide network of relatively independent neighborhood learning centers, and the fourth model is an elaboration of existing efforts to provide postgraduate professional education by television lessons. Each model is broken into four component systems: a learner-access system, a distribution system a production-procurement-storage system, and a credentialling system. In addition to model descriptions, seven recommendations are proposed as steps that can expedite the growth of open universities in the United States.

284. Moffet, Toby.
- "Leaving the Guru Behind: Impressions of an Educational Mecca."
Edcentric, III, 3.
April 1971.
p. 3-7.

Like many people seeking educational reform and nonschool alternatives, the author visited Ivan Illich's CIDOC in Cuernavaca, Mexico, hoping "to learn more tactics and strategies for educational change." Once there, he was disappointed to find that CIDOC, which has been so closely identified with the deschooling movement, seemed to be more "schooled-up" than the people it challenges to leave the schools.

M.

285. Molenda, M.
- Annotated Bibliography on the Educational Implications of Cable Television (CATV).
University of North Carolina.
Greensboro.
1972.
(ED 059607)

The 156 annotated citations, published between 1967 and 1971, are divided into four sections: status and future, regulation, relation to education, and relation to sociocultural concerns.

286. Molenda, M.
- Annotated Bibliography on Videocassettes in Education.
University of North Carolina.
Greensboro.
1972 (b)
(ED 059608)

The twenty-five items in this bibliography include articles in popular magazines during 1970 to 1972.

287. Mood, Alexander M.
- The Future of Higher Education: Some Speculations and Suggestions.
McGraw Hill Book Co.
Hightstown, N.J.
1973.
180 p.
(ED 088346)

After an extensive study of the effective use of resources in colleges and universities the author offers some suggestions that envision radical rearrangements of higher education. Among his ideas are the following: 1) entrance requirements should be eliminated; 2) colleges and universities should be open to everyone the first year, and all youths should take their first year of college in residency away from home; 3) learning after the first year should be recurrent and interlaced with career experience; 4) institutions of higher education should be fully financed by tuition; 5) higher education should abandon its certification function; 6) more attention should be given to assisting students to make appropriate career choice; and 7) lectures for standard courses should be broadcast over national or regional TV by university consortia.

M.

Mood, Alexander M.
288. - "Another Approach to Higher Education".
Universal Higher Education: Costs and Benefits.
Background papers for participants in the 1971
Annual Meeting, Washington, D.C.
American Council on Education.
1971.
pp. 169-186.

Radical restructuring of higher education is proposed, centered around video-cassettes and "some kind of institutional structure called Video University" is the premise by the Director of the Public Policy Research Organization at the University of California at Irvine. The main features of the rearrangement include most students attending college full-time for only one year, with additional higher education as a part-time activity extending over one's lifetime.

Moore, Edward C.
289. - "Some Forms of Nontraditional Higher Education".
North Central Association Quarterly.
49; 3; 313-20.
Winter, 1975.
(EJ 111894)

This is a brief review of the development of the external degree program in New York State and in England. The author suggests that American universities may wish to consider the external degree as a device for taking higher education out to new markets.

Morland, Richard B.
290. - "On Growing Grapes in Greenland".
Phi Delta Kappan.
56; 6; 414; 421.
Feb., 1975.
(EJ 110929)

Answering critics, the author reinforces his opposition to external doctoral degree programs.-

Mc.

Mac Kenzie, Norman. Postgate, Richmond.
291. - Open Learning: Systems and Problems in Post-Secondary Education.
A Report prepared with the support of the Ford Foundation.
UNESCO Press.
Paris.
1975.

In 1973, the Centre for Educational Technology at the University of Sussex (United Kingdom) undertook, with the support of UNESCO and the Ford Foundation, a project devoted to Open Learning Systems at post-secondary level involving the use of modern media. The report is the outcome of that project, and compromises seventeen case studies dealing with Open Learning in a number of countries, among them, Australia, Japan, Kenya, the United Kingdom, the U.S. and the U.S.S.R., preceded by a lengthy analytical survey of the subject. The survey attempts to provide a checklist of operational current activities throughout the world. It indicates the procedural and organizational problems which may be encountered, together with the opportunities and limitations involved in the transfer of experience. The report is a useful publication for all educational authorities, planners and advisers concerned with the question and, more especially, for those in the developing countries.

MacLure, Stuart.
292. - "England's Open University".
Change.
March/April, 1971.

This article was distributed by the British Embassy in Washington as the best article on the Open University at that time. Written in a journalistic style, the article deals with the political maneuverings behind the Open University, as well as its operation and implications.

McBride, Jack.
293. - "The Market Need for Off-Campus Cable-Based Higher Education".
Proceedings of the Conference on Cable Television, EDUCOM.
Paper presented at the
Conference on Cable Television and the University.
(Dallas, Texas, Jan. 29-31, 1974).
Princeton, N.J.
1974.
(ED 093386)

A study was made of the market need for cable television-based higher education from an off-campus and non-traditional point of view. State University of Nebraska (SUN) is such an endeavor. Reduced to its essence,

Mc.

SUN is three things: 1) an extensive investigation into non-traditional education; 2) a new exportable model for systematized design and validation of college-level courseware of superior quality; and 3) a new model delivery system for American higher education. An analysis of census data and three corroborating market surveys identified a target audience. The findings indicate there is an important and substantial educational need to be serviced. When added to the need for convenience, the capacity and the versatility inherent in cable television, the potential relationship between the university and the cable television industry becomes considerable.

McClelland, David C., and Winter, David G.
294. - Motivating Economic Achievement.
The Free Press.
New York.
1969.
409 p.

The authors argue that traditional values do not block change to the extent currently believed and that economic achievement can be stimulated by psychological education in non-formal contexts. Adult-training projects for businessmen and entrepreneurs in India, Oklahoma, and in Washington, D.C., have, the authors claim, significantly raised achievement motivation. The authors describe the behavioral science theory tested by these projects, recruitment of participants, course content and organization, changes resulting from training, and the overall psychological impact of achievement motivation training.

McDermott, Joseph M.
295. - "Servicing the Needs of a Non-Traditional Clientele: The New Resources Approach".
Liberal Education.
61; 2; 268-274.
May, 1975.

(EJ 122818)

Adult higher education programs and curricula are designed to serve the convenience of institutions rather than the special needs of adult students.

Mc.

McGarraghy, John J.
296. - Results of a Study by the Regents External Degree Program: A Memorandum.
State of New Jersey Department of Higher Education.
New Jersey.

Results of a questionnaire sent to approximately 1,200 persons who inquired about New York Regents External Degree Program. Respondents tended to be older adults, employed full-time, and professionals and/or managers. Interests were mainly in Bachelor of Business Administration Degrees, proficiency exams, the degree for personal satisfaction as well as employment improvement, and the freedom from time constraints. Educational backgrounds ranged from High School diplomas to Master's Degrees.

Mc Intosh, N.E., and Bates, A.W.
297. - "Mass-Media Courses for Adults."
Programmed Learning and Educational Technology.
9; 188-197.
1972.

This report by staff members of England's Open University discusses some of the problems of mass media for the producer or designer, educational insitution, tutor, and student.

McKinney, John.
298. - "Pedantic Thought on the Meaning and Nature of Continuing Education."
Adult Leadership.
20; 8; 283-4, 300.
Feb. 1972.

(EJ 054338)

The term continuing education is used to signify different things by different practitioners and writers. This article explores some of the meanings the author has encountered.

Mc.

McLaughlin, G. Harry.
299. - Evaluation of a Media-Based Credit Course, "Developmental Psychology", Offered by Ryerson Open College. Report No. 35.
Ontario Educational Communications Authority, Toronto.
August, 1973.
95 p.

Ryerson Open College in collaboration with the Ontario Educational Communications Authority, offered a multimedia, introductory credit course in psychology in 1972. An evaluation was completed based on two questionnaires, each completed by a majority of the enrolled students. Student grades and dropout rates were examined relative to student's age, sex, employment status previous education, and socio-economic status. Students also rated the relative merits of televised lectures, radio discussions, and other educational activities, and these results were correlated to demographic factors. The benefits and disadvantages of the multimedia, home-study approach were examined relative to its costs.

McMurrin, Sterling M., Chairman.
300. - To Improve Learning.
Commission on Instructional Technology.
August, 1969.
247 p.

This is a scholarly and comprehensive report which focuses on the potential use of technology to improve the entire gamut of education. The Commission staff was provided by the Academy for Educational Development with Sidney G. Tickton as Executive Director. Sterling M. McMurrin, the Chairman of the Commission on Instructional Technology, transmitted the report to the Honorable Robert H. Finch who was at that time, Secretary of Health, Education, and Welfare.-

N.

NAEB.

301. - Open Learning Systems.
A Report of the NAEB.
March, 1974.
25 p.
bibliogr.

This 25 page report by NAEB, is a result of a study on the subject undertaken by five staff members. The report deals with two basic areas related to open learning system development. First, it identifies nine functions or operating characteristics that need to be present in a fully completed open learning system. These characteristics deal with the formulation of objectives, the incentives and rewards that students may bring to open learning, the operation of an instructional design process, the economics of open learning systems, the use of technology, the role of evaluation, the separation of teacher and learner, the use of the learner's environment, and the role of community resources.

Second, the report calls for the establishment of a national body to be charged with the tasks of developing the open learning system concept in four areas of educational need, and with the responsibility for exploring numerous policy and operational questions that will affect the establishment of open learning systems.

Narendra, Kumar 1922.

302. - Educational Television in India.
Narendra Kumar & Jai Chandiram.
Arya Book Depot.
New Delhi.
1967.

Nassif, Ricardo.

303. - "The Theory of Deschooling Between Paradox and Utopianism."
Prospects: Quarterly Review of Education.
Vol. V. No. 3.
1975.
pp. 329-341.

National Institute of Education.

304. - Open Learning Systems: A Report of the NAEB.
March, 1974.

This report deals with two basic areas related to open learning system development. First, it identifies nine functions or operating characteristics which need to be present in a fully complete open learning system. These characteristics deal with the formulation of objectives, the incentives and rewards that students may bring to open learning, the operation of an instructional design process, the economics of open learning systems, the use of technology, the role of evaluation, the separation of teacher and learner, the use of the learner's environment, and the role of community resources. Second, the report calls for the establishment of a national body to be charged with the tasks of developing the open learning system concept in four areas of educational need, and with the responsibility for exploring numerous policy and operational questions that will effect the establishment of open learning systems.

N.

National Institute of Education.
305. - Recurrent Education.
Mushkin, Selma J., Ed.
Washington D. C.

Papers in book form, deriving from the Georgetown University conference on Recurrent Education, March, 1973. Allen, Russell; Babbidge, Jr., Homer; Bengtsson, Jarl; and others; contributors.

Nattress, LeRoy, William.
306. - "Continuing Education for the Professions in the United States." Convergence, Newsletter III, 4.
1970.
p. 42-50.

The author first defines a "profession" using six criteria (intellectual, learned, practical, technical, organized, and altruistic) and defines "continuing education" as "a process whereby a person who has completed his formal education is provided with a means for meeting his needs for further personal development." He suggests that continuing education should be goal-directed rather than activity-oriented, i.e., that objectives should be clearly stated in behavioral terms before any activity is planned. The learning, or how well specified objectives have been met, must be evaluated. He then applies a model based on these assumptions to continuing education needs in the clergy, law and medicine.

Nebraska University, Lincoln.
307. - An Open University for the Midlands: Why and for Whom?
Paper presented at the American Educational Research Association.
New Orleans.
February 26, 1973.
19 p.
(ED 074896)

This study was designed to determine the characteristics of potential students for a multi-media off-campus approach to college education. The Nebraska program is modeled after England's Open University. Key questions focus on unique student characteristics and needs which would influence course development. Responses from 4,000 adults and high school students were screened to develop a pool of "likely" clientele. This group proved to be significantly different from an uninterested group, but quite heterogeneous in age, education, and interests. There results indicate that planners must attend to individual differences much greater than those encountered in typical on-campus settings.

N.

Neilson, A.
308. - Lust for Learning.
Copenhagen.
1971.
Based on the New Experimental College, but has applicability to the conceptualization of new programs.

New York State Education Dept., Albany.
309. - A Guide to Educational Programs in Non-collegiate Organizations.
December, 1974.
59 p.
(ED 100245)
Today it is recognized that education is an important element of human growth that takes place in many settings, not simply on the college campus. This endeveavor is the first project at either the national or state level to set up a mechanism for evaluating educational programs sponsored by non-collegiate organizations in New York. The credit recommendations established for higher quality programs and courses found to be comparable to college-level instruction will assist many currently participating adults in gaining academic recognition for the learning they acquire. Such recognition may well motivate more of them to enroll as full-time or part-time students in degree programs in colleges and universities. Sections of the guide cover: descriptions and credit recommendations. A list of consultants and a course index complete the document.

New York State Education Dept., Albany.
310. - The Regents External Degree. Handbook of Information for Candidates.
Avail: Regents External Degree, State Education Dept.
99 Washington Avenue, Albany, New York.
August, 1972.
19 p.
(ED 068034)
The Board of Regents of the University of the State of New York established Regents External Degrees as an alternate route to a college degree. Specifically designed for those individuals who choose to learn on their own, the program is based on the philosophy that what a person knows is more important that how he learned it. Thus, on campus residence or classroom attendance is not required in order to earn a Regents External Degree. Three degrees are currently offered in this program: 1) the Associate in Arts; 2) the Bachelor of Science in Business Administration; and 3) the Associate in Applied Science in Nursing. The completion of any of the following will be considered for credit toward earning a Regents External Degree: 1) regular college courses from regionally accredited institutions of higher learning; 2) recognized proficiency examinations; 3) approved military educational programs; and 4) special assessment of knowledge gained from experience, independent study, or other non-traditional approaches to education.

N.

311. Niblett, Roy & Butts, Freeman R.
- Universities Facing the Future.
Jossey-Bass.
San Francisco.
1972.

312. Nolan, Marianne.
- "Library Access for Students in Non-Traditional Degree Programs."
Drexel Library Quarterly.
11; 2; 16-33.
April, 1975.
(EJ 122953)

An overview of non-traditional higher education in the United States, with emphasis on the part played by both academic and public libraries in such programs.

313. Nolfi, George, J. Jr., and Nelson, Valerie I.
- Two Planning Studies on Open Learning.
University Consultants, Inc.
Cambridge, Massachusetts.
January, 1974.
150 p.

This analysis of current and future programs of the Massachusetts State College System examines the potential relationship between the Massachusetts State College System and the providers of Post-secondary Education other than degree-granting colleges and universities that might be established through the Massachusetts Open University, and identifies the special clientele groups that might be serviced by the Massachusetts State College System in cooperation with the proposed Massachusetts Open University. It was found that the open learning network should recognize and legitimize educational activities in non-degree-granting institutions and programs by providing means of certifying some of the existing programs for credit and of examining graduates of other institutions for competency. The target clientele is arranged into three general groups-disadvantaged, "second chance" and those already making use of the existing continuing education system. Discussed are group characteristics and needed services. Also discussed are financial structures for the open learning network and possible means of providing them, including aid to students, institutions, and target groups.

N.

314. Nyquist, Ewald, B.
- The Regents External Degree.
Speech presented at meeting of the Troy Rotary.
Troy, New York.
March 23, 1971.
22 p.

(ED 087311)

This speech, given on March 23, 1971, at a luncheon meeting of the Troy Rotary, presents an overview of the Regents External Degree. After presenting opening humorous remarks, the author concentrates on a description of the External Degree, as modeled after the English Open University. The remainder of his remarks concern the progress made through the College Proficiency Examination Program and how New York State intends to develop an External Degree Program. The External Degree will meet the demand for an increasing variety of post-secondary education, especially in view of the limited financial resources available within the traditional college campus. The Regents External Degree Program, by contributing to an educated citizenry, will also enhance the social and economic development of the state and provide social and economic mobility for the individual who is frequently barred from advancement in employment and increased social status because he doesn't have a degree.-

O.

Office of Communication.
315. - A Short Course in Cable.
United Church of Christ.
New York.
1972.

This booklet gives the history of cable television, some figures on current use, speculations about the future, and the impact of the 1972 FCC rulings.

Ohio University.
316. - Report of the Committee on the Extended University.
Athens, Ohio.
June 12, 1972.
64 p.

(ED 087303)

To offer extended learning opportunities to persons without access to traditional residential education is the purpose of the proposed extended university of Ohio University. This new academic unit would be responsible for the development and administration of the Extended Learning Program (ELP). The ELP admits students who have successfully completed an accredited high school course or its equivalency as determined in consultation with the ELP advisory board. A wide variety of learning experiences are recommended for the ELP. Flexible modules of study encompassing independent study, correspondence courses, televised materials, internships, field experience, seminars and workshops, credits by examination, regular classroom study, and credit for demonstrated learning through past experience are proposed. Some traditional programs of study will be encouraged and new units of study will be designed as the need arises. Student evaluation procedures will utilize conventional methods presently in existence including examinations, testing programs, and comprehensive oral exams. Other non-traditional evaluation methods, such as criterion referenced evaluation, will be developed. This document contains a review of the need and purpose of the ELP at Ohio University, a review of existing models (including the Open University, the university without walls, and credit through examination), media systems, admission and counseling, organization and financing of the ELP, and the pilot study for the ELP.

O.

317. Ohlinger, John, Comp. Rosenberg, Joel, Comp.
- Compulsory Adult Education.
January, 1973.
(ED 079572)

A preliminary bibliography for a seminar on compulsory adult education is presented. A total of 234 annotated entries are given. Entries are divided into four categories: 1) compulsory adult education in general; 2) concepts significant to adult education, including lifelong education, permanent education, the educative society, the knowledge society, the learning society, career education, recurrent education and socialization, and the deschooling views of Illich and his colleagues; 3) compulsory adult education for professionals (not confined to the health professions) and 4) compulsory adult education in the health professions.

318. Ohlinger, John.
- The Mass Media in Adult Education: A Review of Recent Literature.
ERIC Clearenghouse on Adult Education.
Syracuse, N. Y.
1968.

This review of 120 references outlines general trends and examines individual media as well as their use in the various areas of adult education.

319. Ohno, Rentaro.
- Effects of Educational Television Programs as Related to Non-Formal Education in Japan.
National Institute for Educational Research.
Tokyo.
1971.
25 p.
(mimeographed)

This report describes the aims, production, and effects of non-formal programs in the two areas of education and culture. Special emphasis is placed on evaluating the influence of educational broadcasting on "common people," on women, and on children.

O.

O'Neil, Robert, M.

320. - Learner-Centered Education.

Paper presented at the Annual Meeting of the American Association for Higher Education.
(30th, Chicago, Illinois, March 24, 1975).
8 p.

(ED 104244)

There is no clear consensus of the term "learner-centered reform." Learner-centered reform has become by implication either the cause or the consequence of inflated grades, lowered admission requirements, affirmative action, elimination of language and other requirements, student evaluation of teaching, abandonment of research, and many other ills that afflict the contemporary academy. It is fair to assume that most students attending truly non-traditional institutions probably would not be enrolled at all if only the traditional options existed. Some valid cause for concern about learner-centered reform stems from the consumer protection movement. There is growing concern in this area for external and non-traditional degree programs. There is also growing concern about accreditation. There is a threat posed by learner-centered reform to scholars and teachers of the traditional mold. If the influence of the learner in shaping the curriculum and evaluating his performance expands, it must be at the expense of the instructor. One positive step would be to integrate non-traditional programs more fully into the total fabric of the institution. The potential for consortia and other interinstitutional arrangements for facilitating non-traditional study has barely been tapped. Consortia could also serve to distribute, and thus minimize, the costs of responding to new student demands and interest.

Ontario Institute for Studies in Education.

321. - Educational Television on Demand: An Evaluation of the Ottawa IRTV Experiment.

Occasional papers, No. 11.

Open University, Walton Bletchley, Bucks (England).

322. - The Early Development of the Open University: Report of the Vice-Chancellor, January 1969-December 1970.

Avail: The Open University, Bursary, P. O. Box 77.
Bletchley, Buckinghamshire, England.
1972.
184 p.

(ED 082587)

This report concerns the establishment and development of the British Open University. Contents include the descriptions of: the development of the institution; staffing the open university; development of the Milton Keynes Campus; undergraduate course development; regional organization; demand for open university courses; development, production, and distribution of course materials; support systems and records; student services; finance; and external relations. Appendices include membership of the various planning committees, statement of accounts, and research grants awarded. The text is accompanied by tables.

O.

323. Open University, Walton, Bletchley, Bucks (England).
- What is the Open University? A Brief Explanation.
1974.

(ED 111264)

The Open University is described as an independent, autonomous university which offers an opportunity for higher education to adults who could not or did not take advantage of the limited opportunity in England to enter an institution of higher education immediately on or shortly after leaving secondary school. It provides a basis for continuing higher education throughout an adult's life. Most students are 21 years of age or over and study in their spare time. Its origins, administration, financing, facilities, students, and staff are described. The learning system employed is designed for teaching at a distance with course materials prepared by course teams and mailed to students. Television and radio broadcasting supplement the material. The university is viewed as a self-improving system available to all students without qualification. Its materials can be used by other institutions who can benefit from the course materials themselves along with systems for producing course materials, and systems which combine to deliver the courses.

324. Organization for Economic Co-Operation and Development (OECD, Observer).
- "Adult Training as an Instrument of Economic Stabilization."
OECD Observer.
NO. 43.
December, 1969.
pp. 29-31.

This article review why adult non-formal training is coming to be discussed not only as a means of gradually improving the skill level of a country's working population but also as a tool of short-term economic policy. It may, for example, be used as an instrument for fighting imbalances in the economy and thus for reconciling full employment with price stability and productivity growth. For this purpose, it would have to be organized and administered in such a way that it could be varied rapidly in volume and direction to meet changes in both overall level of demand for labor and specific needs for various skills. An examination of manpower training schemes in light of this new approach is being carried out by OECD's Manpower and Social Affairs Committee, and a first investigation has resulted in a survey and conclusions tentatively formulated by the secretariat, on which this article is mainly based. In a second round of examinations, an expert group will study the radical reforms in the United Kingdom's training system that have taken place since passage of the Industrial Training Act of 1964.

O.

325. Organization for Economic Co-Operation and Development (OECD).
- Short Cycle Higher Education: A Search for Identity.
Paris.
1973.

Ten articles concerning the establishment, growth potential and present and future role of short-cycle institutions (SCI's) in different case studies: the U. S., Norway, France, Yugoslavia, Great Britain. An introduction informs the reader of the subject and a final summary and conclusions and a brief comment on the subject at the end, round out the book's thesis: SCI's are new, dynamic and promising institutions that point to the future, which, if well oriented, need not compete with universities but can be parallel to them.

326. Organization for Economic Co-Operation and Development (OECD).
- "Short Cycle Higher Education: Some Basic Considerations."
Short Cycle Higher Education: A Search for Identity.
Paris.
1973.

This book is composed of ten articles by different authors analyzing conditions of short cycle in ten different countries. The articles in order of appearence are as follows:

1. Short Cycle Education: Some basic considerations, by Dorotea Furth.
2. The Norwegian Regional Colleges, by Ingjald Sorheim.
3. Community-Junior Colleges in the United States, by S. V. Martorana.
4. Development of Two Year Post-Secondary Schools in Yugoslavia by the Department for Social Research.
5. Place and Role of University Institutes of Technology (IUT) in the new French Universities, by Jean-Louis Quermonne.
6. Teachers in Non-University Higher Education: A British Case Study, by Gareth Williams, Associate and Alice Crampin.
7. Teaching Learning Approaches in Short Cycle Higher Education, by Guy Berger.
8. Problems of Employment for Graduates of Short Cycle Higher Education and French Experience with University Institutes of Technology (IUT), by Michel-Yves Bernard.
9. Outreach Programmes in the United States Community Colleges, by Dr. R. E. Schultz.
10. General Report of the International Meeting on Short Cycle Education, Grenoble France, 15-17 November, 1971.-

I.

Palola, Ernest, G.
327. - Administering Individualized Education. Questions, Issues, Suggestions.
Paper presented at National Conference on Higher Education. (30th, Chicago, Illinois, March 23-26, 1975).
1975.
24 p.
(ED 111310)

Individualized education works well for a particular type of student and faculty member. If you go beyond this type of student and faculty member, you run head-on into serious administrative and plannig problems. In short, students are unsure and often confused about their role in individualized education. It seems that: 1) students need thorough introduction to individualized programs--what it's like to be a student in such a program, and maybe opportunities to practice before the program actually begins; 2) faculty need more varied and creative ways, beyond sink-or-swim, to learn their roles, responsibilities, and opportunities; 3) individualized education programs need clarification as to content, structure, and process. Fundamentally these findings suggest that if institutions want to work with a wide range of student types and backgrounds, it may require substantial investment of time and energy in faculty development and student preparation.

Palola, Ernest, G.; Bradley, A. Paul, Jr.
328. - Ten Out of Thirty. Ten Case Studies of the First Thirty Graduates.
State University of New York, Saratoga Springs.
Empire State College.
1973.
68 p.

After a full year of operation, many questions have been asked about Empire State College, ESC, concerning the type of students who seek such an institution and how these students handle the major responsibility of planning and carrying out their studies. A group of 10 graduates were selected from 30 graduated in fall 1972 for lengthy interviews about their experiences at Empire State College. The sample included a range of persons with different educational backgrounds, life experiences, varied career interests, and individual approaches to learning methods. The structure of the student interviews center around six elements: interpersonal competence (the ability to interpet the intention and attitudes of others and to improvise appro - priate responses); awareness (openness to new ideas and experiences); clarifying purposes (self-examination); self-reliance; self-understanding and understanding of others; and self-consistency. Initial contacts with ESC, contracts and evaluations of learning, and personal contacts were all rated either satisfactory or better. Orientation, program of study, and assesment of prior learning were rated less than satisfactory. The report included the questions asked during the student interviews.

P.

Park, Rolla Edward.

329. - Potential Impact of Cable Growth on Television Broadcasting.
A report prepared under a grant from the Ford Foundation.
The RAND Corporation.
Santa Monica, California.
October, 1970.

Findings are based on a computerized "impact model" of interactions among broadcast stations and CATV systems. Major findings: 1) CATV will ultimately penetrate 40 to 45% of U. S. households; 2) penetration tends to vary with carriage of distant signals; 3) audience fragment action will lead to decreased advertising revenues (18% average decrease), which may well be reflected in decreased local programming by broadcast stations. 80 pages.

Parker, Franklin.

330. - "Politics and Educational Directions: Prospects for 1976."
Journal of Thought.
9; 2; 90-5.
April, 1974.
(EJ 100396)

Article reported on the future of education and how education is playing a role in integrating minorities into the mainstream of national development.

Parkhurst, Perrin E.

331. - "A Comparative Analysis of Three New TV Storage Systems."
Audiovisual Instruction XV.
November, 1970.
pp. 43-50.

A detailed comparison among CBS's Electronic Video Recorder (EVR), RCA's Selectavision, and Sony's videoplayer.

Patton, Carl Vernon.

332. - "Extended Education in an Elite Institution: Are There Sufficient Incentives to Encourage Faculty Participation?"
Journal of Higher Education.
46; 4; 427-44.
July/Aug., 1975.
(EJ 122851)

Analyzes responses of faculty members to participation in the University of California's Extended University, outlining reasons why teaching units and individual faculty members participate in or oppose the concept of part-time continuing education at on and off campus locations. Lists guidelines for others considering extended education or external degrees programs.

P.

Paulston, Rolland G.

333. - Non-Formal Education: An Annotated International. Bibliography.
Praeger Publishers.
New York.
1972.
332 p.

This extensive annotated bibliography is divided in seven basic chapters: Orientation and Basic Issues; Area Studies; Organizations Conducting Programs; Target Learner Populations, Program Content, Instructional Methodologies and Materials; Reference Materials and Publications. It is introduced by a brief Preface on methodology and equipped with an Area Index and an Authors Index. With regard to the situation in adult education in Europe, this bibliography carries only very incomplete and incidental information. It is, however, a good source for acquaintance with non-formal education in the U. S. and in Latin America, partially even in the developing countries of other continents. In this sense it is an important source for placing European adult education into broader connections.

Paulston, Rolland G.

334. - Research on Non-Formal Education: An Annotated Bibliography of Bibliographies.
January, 1972.
28 p.
(ED 057337)

This selected bibliography is an annotated compilation of 62 bibliographies, directories, and related reference works on various aspects of educational programs in the non-formal, or non-school, educational sector. Items included have been identified at the Hillman Library and the International and Development Education Clearinghouse of the University of Pittsburgh, Pennsylvania.

Paulston, Rolland G.

335. - Some Observations on Adult Education in Latin America and The Cuban Model.
Paper presented at UNESCO interdisciplinary Seminar on Life-Long Education.
Havana.
December, 1970.
14 p.

Paulston presents a discussion of patterns and problems in Latin American socioeconomic development and evaluates efforts to formulate and implement non-formal adult education programs vis-á-vis educational efforts in the formal school system. He concludes that UNESCO's goal of life-long education as continous intercommunication between all social strata appears unrealistic in the extreme when one considers the continuing patterns of external and internal domination in Latin America and the continuing sociocultural value constructs that tend to support, justify, and perpetuate hierarchy, inequality, and gross exploitation. He contrasts the Cuban development model in this regard and assesses possibilities for continued development in the non-formal education of Cuban youth and adults.

P.

Pennsylvania State University. University Park

336. - Commission on External Degree Programs: The Pennsylvania State University: Final Report.
August 28, 1972.
58 p.
(ED 087290)

The Pennsylvania State University Commission on External Degree Programs studied the context of and the mandate for external degree programs at Penn State. Recommendations cover six areas: 1) Establishment of Extended Degree Programs for part-time students; 2) Establishment of admission, residency and graduation requirements for part-time degree students; 3) Educational counseling and advising for part-time and full - time students; 4) Credit by examination and credit for life experiences for part-time and full-time students; 5) Learning resources and media; 6) Recommendations related to full-time student programs. A 131 item bibliography is included.

Perlman, Daniel H.

337. - "External Degree Programs: Alternative Delivery Systems for Higher Education."
Liberal Education.
61; 3; 322-38.
October, 1975.
(EJ 124513)

Analyzes the social and economic factors which in a two or three year period moved the education of older students, awarding credit by examination, off campus study, and non-residential degree programs from another world of low status and funding. Notes positive benefits but warns against uncritical acceptance of this latest vogue.

Perry, W. G.

338. - Forms of Intellectual & Ethical Development in the College Years.
Holt Rhinehart & Winston.
1970.
Bibliography: pp. 217-246.

Pettit, Joseph M., and Grace, Donald J.

339. - "The Stanford Instructional Television Network."
IEEE Spectrum.
May, 1970.
pp. 73-80.

Describes the ITFS system employed by Stanford University to transmit continuing education programs in engineering to on-the-job graduate students at 25 different locations. At present, live talkback from students is achieved through telephone lines (eventually the ITFS system will also carry talkback).

P.

340. Platt, William.
- Research for Educational Planning: Notes on Emergent Needs.
UNESCO.
International Institute for Educational Planning.
1970.
New York.
67 p.

The author discusses the emergent issues and research needed to advance the practice of educational planning and policy-making. Six research clusters or themes are presented as an organizing device, one of which is concerned with training and education institutions outside the formal school system and with their potential for meeting key development needs. Platt proposes, in a very general manner, research the "map" to scope, content, and function of non-formal or out-of-school education; research to understand better how formal and non-formal educational sectors might be more efficiently articulated; and studies of methods, financing, motivation, and planning used in non-formal education programs.

341. Policy Institute of the Syracuse University. Research Corporation.
- Newsletter--External Degree Program.

342. Porter, L.
- "Adults Have Special Counseling Needs".
Adult Leadership.
1970.
pp 275-276.
(EJ 018359)

The particular characteristics of adult students, especially those with implications for guidance and counseling are discussed in this article.

343. Postman, Neil; Weingartner, Charles.
- Teaching as A Subversive Activity.
Delacorte Press.
New York.
1969.

The authors believe that education must be newly defined in the modern world. Students must no longer be fed "crap", in other words be taught an accumulation of facts and tradition but taught instead to think. Taught to learn. The book criticizes traditional methods of education, stressing that the authoritative, right versus wrong, approach harms the learning process. It basically advocates the inquiry

P.

method, by which students learn to pursue true values and which relates them to the world in a vital and realistic way. In order to accomplish this, old methods must be abolished completely and a new language, teachers, methods (including modern media) must be introduced to education. The basis of this approach to education is the belief on the part of the author, that educations's reason for existence is the survival of human kind. Up until now, the methods have been appropriate in a general sense. But, with modern rapid development and "future shocks", the possibility of our survival depends on our ability to change rapidly. Only this new emphasis on education which permits students to question, evolve and create for themselves, will permit us to ultimately survive.

344. Potter, G.
- "Dial-Remote Resources."
Instructional Process and Media Innovation.
Rand-McNally.
Chicago.
1968.

This article describes the advantages and development of dial-remote systems from early language laboratories to complex learning resource centers including a description of such a system at Grand Valley State College.

345. The Public Television Library.
- Video Program Catalogue 1976/77.
A Department of the Public Broadcasting Service.
475 L'Enfant Plaza S.W.
Washington, D.C.

This catalogue is an example of the kind of educational and recreational video cassette available for individuals, institutions and schools on demand. The catalogue informs how the Public Television Library works, giving general information and policies, explains how to select programmes available and then goes on to give a list of current programs, both in video cassette form and in 16 mm Film form Prices are given and order forms included in the booklet. The programmes can be bought or rented.

R.

Rahmlow, Harold F.

346. - "R and D for Adult Learning."
Audiovisual Instruction.
Vol. 16, No. 4.
April, 1971.
pp. 55-56.

Harold Rahmlow is Executive Director of the Zimmerman Adult Learning Laboratory at the American College of Life Underwriters in Bryn Mawr, Pennsylvania. He describes the multi-media facility for adult learning research and development. The laboratory is the first to provide an experimental facility of this type where adults in the professions and vocations will be provided with learning resources to be used in career study.

Read, Gerald H.

347. - "The Open University in Britain."
PHI DELTA KAPPAN.
December, 1971.
pp. 230-233.

Article gives some political history of the Open University. It explains admissions policy and emphasizes that it is designed to teach broad ideas, concepts and critical thinking rather than specialized study in one field. It notes that the British Broadcasting Corporation is accountable in the learning system and that comprehensive study guides are provided. Article provides detail on methods of preparing and presenting material. Article also emphasizes importance of use of refresher courses for individuals not wanting to register for a degree. It mentions that 1,600 top college officials attending American Council on Education Annual Meeting were interested in studying Britain's Open University.

348. - Report of the President's Committee on the Future University of Massachusetts.
Boston, Massachusetts.
December, 1971.
127 p. (Paper)

The report includes the idea of cooperating with a program called University Without Walls and a discussion of adapting England's Open University program into the University of Massachusetts system. The report forecasts plans by the University of Massachusetts for off-campus study to provide college-level work for those not planning the conventional 4-year college. The University of Massachusetts plans to provide continuing education for adults of all ages. The paper reports the findings of long-range plans to provide for higher education in the University of Massachusetts system through the year 1980.

R.

Rivera, William M.

349. - "Recurrent Socialization, A New View of 'Adult' and 'Education' in the Life-Long Education Concept."
Discussion Draft.
Educational Policy Research Center (EPRC).
Syracuse University.
June, 1971.
p. 9.
(Mimeographed).

This valuable study builds on the author's earlier paper "Re-Socialization as an Aspect of Adult Education," EPRC, May 1971. The author argues that adult education has traditionally been thought of "in terms of skills training or additional cultural transference." It is concerned with basic education, functional literacy, vocational training, and so on. It has only rarely been concerned, however, with notions of individual identity and self-image, with the important function of resocialization or "regenerative education". Resocialization is seen "as taking place not only during physical mobility periods, but more fundamentally, at times of: 1) cultural shifts; 2) critical periods and 3) commitment reductions." The implications of the recurrent socialization concept for adult (not just worker) and education (not just training) are examined.

Rockart, John Fralick and Morton, Michael Scott S.

350. - Computers and the Learning Process in Higher Education
Carnegie Commision on Higher Education, Berkely, California
1975.
427 p.

How will the computer affect learning on the college campus? How should a faculty member go about selecting a mode of computer-based instruction for a particular course? These questions are the point of departure for this particular analysis of the use of the computer in instruction. The analysis begins with the construction of a model of the learning process. The second step is to attempt to match the stages of learning and the material to be learned with the capabilities of computer technology. The result is an assessment not only of what computers can do in contributing to learning but also of what they cannot do. One of the by-products of this interesting approach is the identification of non-computer forms of instructional technology that appear to be most effective for certain learning purposes not served by computers. For example, textbooks and programmed tests seem to be the most effective means of a student to acquire knowledge. But computers will be useful in embedding knowledge and in the intergrating and testing phases of learning. The contribution of computerized instruction will be an enrichment of the learning process but not a substitution entirely or even substantially for traditional learning modes.

R.

Roger Williams College.

351. - Roger Williams College University Without Walls Urban Studies Center.
Bristol, Rhode Island.
7 p.
(ED 074899)

Roger Williams College is one of 20 colleges and universities engaged in a new cooperative educational venture that offers an alternative approach to obtaining a college degree. The program, called the University Without Walls, (UWW), is designed to provide mature students with new learning opportunities in higher education outside of the traditional educational mainstream. One of the proposed offerings at Roger Williams is an Urban Studies Program that will attempt to integrate classroom work with field experiences and research assistantships. The structure of the Urban Studies Program will differ form the main body in that the organizational focus will revolve around a small cluster of faculty and students who will design and develop the curriculum. The staff of the UWW believes that the Urban Studies Program, built upon the student-facilitator cluster,will be a positive addition to the organization and philosophy of the open university.

Rogers, Carl Ranson 1902.

352. - "Freedom to Learn": A View of What Education Might Become.
C. E. Merrill Publ. Co.
Columbus, Ohio.
1969.
Bibl.

Rogers, Everett M. and Shoemaker, F. Floyd.

353. - Communication of Innovations: A Cross-Cultural Approach.
The Free Press.
New York.
1971.
476 p.

In this much-revised edition of Diffusion of Innovations (1962), the authors examine how innovations (defined as ideas, products, and practices perceived as new by an individual) diffuse in social systems. They present 103 generalizations, or propositions, drawn from over 1,500 publications, which attempt to synthesize existing knowledge of how innovations spread and factors influencing adoption or rejection. The tranfer of new ideas through a variety of non-formal learning situations is discussed in detail.

R.

Rojas, B.
354. - "The Textbook of the Future."
School and Society.
99, 315-317.
1971.

This article describes the near possibility for individuals to be able to go into bookstores and create their own books from available chapters by using a computerized retrieval system and a cheap reproduction unit; eventually, the computer will generate reading material based upon learning styles and knowledge deficiencies of students in computer-assisted instructional courses at the end of each lesson.

Rosen, David; and others.
355. - Open Admissions: The Promise & the Lie of Open Access to American Higher Education.
Study Commission on Undergraduate Education and the Education of Teachers
Lincoln, Nebraska.
Avail: The Nebraska Curriculum Development Center.
Andrews Hall, University of Nebraska.
Lincoln, Nebraska.
1973.
176 p.
(ED 082603)

Essays on access to the State higher education systems of Nebraska and California and extensive case study of the open admissions program at the City University of New York are presented. The document indicates the right to a free higher education of a student's choice, criticizes the institutions that allegedly provide open admissions, and through critical examination of current programs, points the way to a usable radical plan for open admissions.

Ross, A. M.; and others.
356. - "Continuing Education."
Higher Education.
2; 2; 175-199.
May, 1973.
(EJ 077592)

Contains 12 summaries of papers presented at the 2nd International Conference on Higher Education at the University of Lancaster, England, September, 1972, concerning continuing education.

R.

357. Russell, C. and F. W. Kellaway.
- "Open University: Preliminary Progress Report: Humanities and Mathematics."
Times Educational Supplement.
Vol. 99, No. 2920.
London.
May 7, 1971.
pp 17, 18.

Article is a critique by two authors. Conrad Russell discusses the Humanities Program, and F. W. Kellaway discusses the Mathematics Program at the Open University. Conrad Russell feels the Open University Correspondence work is not within the depth of regular university work, but that the results among the students so far does indicate success of the concept. He feels study material is too broad and based at too low a level. However, he indicates approval of visual aid material. F. W. Kellaway evaluates the Mathematics Program as successful for students of a very broad background, many of whom were unfamiliar with modern mathematical terms.-

S.

Sahlin, Clarence Joseph.

358. - The Writings of Erich Fromm and Their Implications for Adult Education. Indiana University.
1970.
405 p.
(microfiche)

The author analyzed the writings of Erich Fromm in order to uncover implications for understanding adult characteristics, enhancing adult learning, determining appropriate adult education goals and philosophical concepts, and creating programs for adult learners. Attention was directed toward Fromm's ideas concerning the essence of man, freedom, humanism, and society; basic physical and psychological needs of man; the character of man, with its resulting problems or alienation; the positive and negative aspects of freedom; the ethics of humanism; and the nature of a sane society. Some of the major implications were: 1) adults must be viewed in the midst of their existential involvement and in terms of basic characteristics and needs; 2) educators must involve adults in a social setting in order to understand them; 3) the innate need for productivity must be recognized; 4) adult learners must be helped to achieve awareness and a sense of freedom; 5) learning should focus on genuine adult needs; 6) adult education should encourage adults to see that man is the measure of all things; 7) adult educators must work toward a society that manifests humanistic and communal tendencies; 8) an adult educator should understand himself as he helps adults develop meaningful programs.

Savicky, I., Comp.

359. - European Selective Bibliography on Adult Education. (1966-1971); Bibliography Series 6.
1973.

(ED 080836)

The 165 books, articles, and bibliographies listed in this publication are grouped under seven main headings: books and articles on adult education, bibliographies and directories, international conferences, permanent education, adult education in Europe, adult education in individual countries (sixteen countries), and journals. An annotation describes the content of each entry. The section covering individual countries is divided into three groups: bibliographies and directories, basic works written in languages other than English, and basic works in English. It is also noted whether an entry has been published in a different language and if so, under what title. Information includes the address from which copies may be obtained; and for journals, how often they are published. An author index is also provided.

S.

360. - School and Society.
"College Credits for Life Experience."
New York.
Summer 1971.
pp. 271-272.
Special Baccalaureate degree for adults at Brooklyn College gives adults credit for life experiences. Program launched in Brooklyn College in 1953 by Bernard Stern, coordinator of the program.

Schwebel, Milton.
361. - Who can Be Educated?
Grove Press.
New York.
1968.

Shane, June Grant; Shane, Harold G.
362. - "Britain's Open University."
Today's Education.
63; 7; 44-8.
November-December, 1973.
(EJ 087193)
Authors interviewed a leading educational figure in Britain on developments in their experiment in higher education, the Open University.

Sharon, Amiel T.
363. - "Adult Academic Achievement in Relation to Formal Education and Age."
Adult Education.
Vol. XXI, No. 4.
Summer, 1971.
pp. 231-237.
In this journal article, Dr. Sharon uses charts and graphs to illustrate his conclusions about the relative level of performance of a sample group who took the General Examinations of the College Level Examination Program (CLEP) with regard to previous formal education and age. His study sample consisted of the test results of 43,877 military personnel tested by the United States Armed Forces Institute.

Sharon, Amiel T.
364. - The Use and Validity of the GED and CLEP Examinations in Higher Education.
Paper presented at the annual convention of the American Personnel and Guidance Association in Atlantic City.
April 6, 1971.
9 p.
(ED 054194)
The use and validity of the tests of general education development and the college-level examination program, two measures by which adults with non-traditional backgrounds educationally can demonstrate their previous scholastic achievement.

S.

Shores, Louis.
365. - "The Library-University."
School and Society.
Vol. 99, No. 332.
March, 1971.
pp. 163-166.

Deals with implications of the non-traditional movement for librarians and libraries. The suggestion for the future according to the author is that the only "educational building is the library." The library affords space for learning centers as well as the contents for learning.

Shulman, Carol Hernstadt.
366. - A Look at External Degree Structures.
ERIC Clearinghouse on Higher Education.
Avail: Publications Dept., AAHE, 1 Dupont Circle, Suite 780.
Washington D. C.
November, 1972.
4 p.

(ED 068070)

External degree programs are those educational programs that respond to acknowledged needs in higher education: greater access to post-secondary studies, more flexible curriculum offerings, and recognition of non-traditional forms of learning. This paper describes several external degree programs at various institutions across the U. S. Some of the unique factors featured in these programs are: 1) geographically accessible learning centers; 2) few or no residency requirements; 3) student designed curricula; 4) independent study programs; and 5) work-experience programs. Certain fears surrounding the creation of external degree programs mainly concern the deterioration of academic standards that may appear as a result of too little structure. Proponents of these programs, however, feel that this is not a danger if 3 factors are in line; motivated students; adequate resources; and a process for proper guidance and rigorous assessment of the student.

Silberman, C. E.
367. - Crisis in the Classroom.
1970.

A classic overview of the difficulties and choices facing education which call for new responses.

S.

Siroky, Frank, R.

368. - The Need for External Degree Programs in California. Report No. 6. Planning Data for California State University, Sacramento.
California State University and Colleges, Rohnert Park. Commission on External Degree Programs.
September, 1973.
35 p.

(ED 087291)

It is estimated that 2,715 individuals in the area served by California State University, Sacramento are interested, educationally qualified and willing to pay the fees for enrollment in External Degree programs. Those interested in external degree programs have a mean age of 33, are predominantly male, married, and employed full-time in professional or managerial positions. It is evident that external degree programs attract a more mature, better-educated, self-reliant, and professionally more responsible student body than typical on-campus day programs. Convenience of time is the major reason for wanting to study in an external degree program. Second was the belief that family or personal needs would be met better, and third, the perceived relevance of external programs to job or work situations. Some of the major personal reasons for returning to an external degree program was the development of new skills and knowledges. The second most important reason was to prepare for a new vocation or job, and third, self-enrichment. Practical considerations weigh heavily in the choice of external degree programs as well as in the kinds of programs or majors one might anticipate selecting under this model of instruction.

Sloan Commission on Cable Communications.

369. - On the Cable: The Television of Abundance.
McGraw Hill.
New York.
1971.

This extensive report covers all aspects of cable television, its history, potentials, technology, and politics.

Smith, A. Z. (Ed.)

370. - Education Recaps.
(For the Commission on Non-Traditional Study).
Educational Testing Service.
Spring 1971, Winter 1971-1972 and Spring 1972.
Princeton, N. J.

Abstracts of articles, books and reports on non-traditional higher education from a variety of sources are included.

S.

371. Smith, G. K. (Ed.).
- New Teaching, New Learning, AAHE Current Issues in Higher Education.
Jossey-Bass.
San Francisco.
1971.

Twenty-seven essays by various educators are grouped into the categories of new teaching contexts, new settings for learning, exits and entrances, paradoxes in decision-making, the professor as employee, and reinterpreting higher education; a broad spectrum of topics about new developments and historical perspectives are included.

372. Smith, R. M., Aker, G.F., and Kidd, J. R. (Eds.).
- Handbook of Adult Education.
Adult Education Association of USA, 1972.
Washington, D. C.
1972.

The 1972 edition of this handbook is an attempt to reflect the totality of adult education, its background, function, objectives, and roles: Part One discusses forms, functions, and the future of adult education; Part Two contains papers on institutional forms and arrangements; and Part Three outlines program areas.

373. Snow, Edgar.
- "Aftermath of the Cultural Revolution."
The New Republic.
April 10, 1971.
pp. 18-21.

This is the first article in a series of eyewitness reports by an "old China hand" sympathetic to the Chinese revolution. The author describes the new educational system where middle-school graduates must spend three years at manual labor before they go on, if they are selected by their squads and companies, to higher education. Extensive non-formal educational activities of the Army Construction Corps, the Peoples Liberation Army, and other mass organizations are also described and related to the regime's basic aims. These aims are as follows: to speed up the erasure of differences between town and countryside; to equalize the material and cultural standards and opportunities of the worker, the peasant, the soldier, the cadre, and the technician-expert; to integrate shop and farm work in everyone's education and life experience: to smash all bourgeois thought, especially its remnants among intellectuals and officials; to proletarianize higher learning by integrating students and workers and combining labor practice with classroom theory; to train everyone to bear arms and learn from the Army; and to bring forth a one-class generation of manysided, well-educated youth inspired by ideals of service to the people, at home and abroad, contemptuous of personal wealth, and dedicated to a work outlook anticipating the final liberation of man and elimination of hunger, war greed, ignorance, and capitalism. China clearly represents the most massive and conscious use of non-formal education to be found in any country to date.

S.

Southern Association of Colleges and Schools.

374. - Accreditation in Adult and Continuing Education Programs.
Summary of the Standard Nine Study.
Commission on Colleges.
Atlanta, Georgia.
1973.
53 p.

(ED 082620)

The purpose of this study was to determine the status of adult and continuing education and other nontraditional study programs of a public service nature that currently exist within the 560 colleges and university members of the Southern Association of Colleges and Schools, and to develop a new standard for evaluation and accreditation for use as a guideline by the member institutions in developing these types of programs. It may be concluded from the study that institutions of higher education in the southern region are aware of the need for public service programs, are interested in relating their expertise to contemporary societal needs, and are relating and willing to become involved by developing new and innovative programs. However, based on the findings of this study, it is evident that, to date, the institutions have not fully accepted the challenge of public service, have not incorporated the necessary administrative units into their administrative organization with appropriate resource allocation, and have not given to adult, continuing, and extension education the appropriate status, equal to other components of the institutions, to insure and safeguard the quality of these programs.

Southern Regional Education Board.

375. - Meeting the Needs of Non-Traditional Students.
Atlanta, Georgia.
March 1974.
8 p.

(ED 089594)

Florida International University (FIU), the University of Alabama in Tuscaloosa, the Eagle University (Kentucky) have designed programs to meet the needs of non-traditional students. Eagle University, composed of nine universities from Tennessee, Kentucky, and Florida, extends educational opportunities to servicemen and community members of Fort Campbell, Kentucky, FIU offers a student-oriented rather than campus-based learning program. Emphasis is placed on a noncampus-based view of education, assessment of past experiences and negotiated, individual learning contracts. Similarly, the University of Alabama offers an external degree program. This program identifies 20 students for a pilot program and then designs 20 different programs around these students. In each of these programs, the emphasis is placed on the needs of the students. Courses of study are moulded to the student needs. The immediate results of these approaches is the reopening of higher education to those persons long shut out.

S.

376. - Spectator.
"Extension Applications of Educational Technology."
March, 1972.
pp. 19-25.
Includes descriptions of programs using audiocassette tapes, computers, electrowriters, learning resource center, audio-tutorials, instructional television, fixed service band, radio, telelectures, telenetworks, closed circuit T. V., instructional films, and self-study for Polaris crew members, video tapes and video cassettes.

377. - Spectator (Journal of the National University Extension Association).
March, 1972.
The editor has this to say: "This issue of the Spectator assembles information concerning applications of technology in the educational programs of the Associations's membership."

Spiegel ., J.
378. - Continuing Education for Women: A Selected Annotated Bibliography.
Business and Professional Women's Foundation.
Washington, D. C.
1967.
(ED 014635)
A bibliography on the economic, social and psychological challenges confronting women in developing their capabilties through continuing education.

Spurr, Stephen H.
379. - Academic Degree Structures: Innovative Approaches.
McGraw Hill.
New York.
1970.
This book refers to academic certification and degree structures, the development and nomenclature of academic degrees, the theory of academic degree structures and of the possibility of a secondary school-university articulation. Next, an analysis is made of the Associate's Degree, the Bachelor's Degree, the Master's Degree, Intermediate Graduate Degrees in the Liberal Arts and various doctoral degrees in the U. S. Degree structures from selected European countries are scrutinized: England, Wales, West Germany, France, Italy and the U. S. S. R.

S.

380. Staley, Eugene
- Planning Occupational Education and Training for Development.
SIDEC.
School of Education.
Standford University.
Standford, California
1968.
147 p.

This tract develops a general planning model for occupational education and training (OET): "the preparation of persons in schools or elsewhere to perform well in occupational roles." Subsequent chapters discuss OET needs, curriculum design, and institutional-organization choice possibilities. Relative advantages and disadvantages of OET in the formal school system in contrast to the nonformal sector and possibilities for trade-offs between the two are examined. Also described are structure, financing, and working methods of occupational training programs illustrating "the practices recommended" in Latin American national apprenticeship programs in Brazil, Colombia, Venezuela, Chile, Argentina, Peru, Costa Rica, and Ecuador; in Tunisian Centers for Accelerated Vocational Training; in the United Kingdom's Industrial Training Boards and the Central Training Council; and in a Nigerian proposal for vocational and technical training.

This comprehensive, systematic review of training programs and problems in representative less-developed countries demonstrates that many school and nonschool institutional programs and resources are available--at least potentially--to aid in the tasks of preparing qualified personnel for the occupational roles necessary in economic development. Staley emphasizes that this need "requires a thoughtful, comprehensive strategy--an 'orchestration' of all resources for coping with problems of manpower and human-resource development--not separate, uncoordinated efforts by the educational authorities ,the labor ministry, the subject-matter agencies (agriculture, health, industry, etc.), the employing establishments, and voluntary groups." The uncoordinated approach, he suggests, usually means that developing countries pay a high price for meager results.

381. Stasheff, E., and Lavi A.
- Intructional Television in Industry: A Survey.
University of Michigan.
Office of Research Administration.
Ann Arbor.
1971.

(ED 047490)

This study surveys several industries hooked up for television communication via microwave from Standford University and concludes that industry is an environment in which major adult educational activities are taking place and that the formal educational system is not responding to the needs of industry and may be unable to do so.

S.

State University of New York.
382. - Regents External Degrees, College Proficiency Examinations.
Albany, New York.
1973.
220 p.

Regents External Degrees make it possible for an individual to earn a college degree without the constraints of time or locale, and without necessarily attending college. He or she need only demonstrate college-level competency in a Regents External Degree Program. Credit is granted for a variety of educational experiences--from military training, to proficiency examinations to traditional college course work. This document presents, in Part 1, a description of the New York Regents External Degree, including enrollment procedures, costs, grading systems, and degree programs. Part 11 describes the New York College Proficiency Examination Program and its use. Part 111 gives information on the New York College Proficiency Examinations and the Regents External Degree Examination, including applica-procedure, grading policies, examination format, use of exams and methods of preparation. Part 1V presents exam content descriptions. Also included is a list of the colleges, universities, and nursing programs in New York State that participate in the College Proficiency Examination Program.

Surpin, Shelley.
- "The 'Fluid'University, 1966."
383. College and University Business 1̶1.
September, 1971.
pp. 8-10.

A look at the university of the future, the structure of which is shaped by the emerging communications technologies. Video cassettes and CATV are seen as the major revolutionizing forces.

Sweden. Ministry of Education.
384. - Adult Education in Sweden.
Ministry of Education.
Stockholm.
1970.
47 p.

This report describes the wide variety of non-formal adult-education programs offered by the Ministry of Education, government agencies, the public and private industrial sectors, folk organizations, and others.-

T.

Thibadeau, Gene.

385. - Existentialism and Open Education: Divorce American Style.
October 31, 1975.
25 p.

This paper attempts to provide an insight into a possible relationship between open education and existentialism. The first section of this paper broadly defines the concept of open education as a search for a more meaningful approach to learning. This section then defines open education more specifically through the use of the following six learning assumptions: (1) motivation, (2) conditions for learning, (3) social learning, (4) intellectual development, (5) evaluation, and (6) assumptions about knowledge. There follows a discussion of the philosophical basis of open education and how it can eventually be related to existentialism. The second section of the paper details, at some length, the intellectual importance of another paper which presents the argument that, in order for existentialism to be applied to education, what is initially required is the redefining or reinterpretation of the notion of education. This section also attempts to answer the question of whether or not existentialism can be applied to education. Section 3 examines how the open classroom teacher views his/her professional role based on the six previously listed learning assumptions. It also discusses how this new teacher role is based on themes peculiar to an existential interpretation.

Thomson, F. C.

386. - The New York Times Guide to Continuing Education in America.
Quadrangle Books.
New York.
1972.

This guide lists classroom courses by states and cities, and correspondence courses; it also gives information on CLEP exams and the importance of learning.

Toffler, Alven.

387. - Future Shock.
Random House.
New York.
1970.
Bibliography pp. 461-483.

T.

Toffler, Alven. (ed.).
388. - Learning For Tomorrow: The Role of The Future in Education.
New York.
1974.
Essays by futurists, educators, and others predicting what will be necessary in educational change.

Touchette, Claude.
389. - "L'AUPELF et l'education permanente (The AUPELF and Continuing Education)".
Convergence.
3; 3; 34-38.
1970.
(EJ 030386)
Founded in Canada in 1960, the AUPELF has held five international conferences and has established documentation centers in Montreal and Paris, refresher seminars for librarians, five regular periodicals, cooperative professorships, and an international foundation for assistance to new universities.

Traver, J. L.
390. - A Study of Adult Degree Programs in Selected American Colleges and Universities.
University of Utah.
Salt Lake City.
1969.
(ED 038575)
This study investigates the extent of interest and needs of adult citizens of the greater metropolitan Salt Lake City area, insofar as adult degree programs were concerned, and makes a thorough analysis of adult degree programs currently in operation in American colleges and universities.

Trotter, B.
391. - Television and Technology in University Teaching.
Committee on University Affairs and the Committee of Presidents of Universities of Ontario.
1970.
This extensive treatment of educational television reviews the current literature and applies the findings to the university setting.

T.

Troutt, Roy.
392. - "College Degrees for Adults. Redesigning the Halls of Ivy: Innovations in Higher Education."
Compact.
6; 5; 27-30.
October, 1972.

(EJ 066223)

Describes the unique Bachelor of Liberal Studies program at the University of Oklahoma, which serves as an adult education equivalent to more traditional baccalaureate programs.

Troutt, Roy.
393. - Special Degree Programs for Adults: Exploring Non-Traditional Degree Programs in Higher Education.
American College Testing Program. ACT SPECIAL REPORT.
Iowa City, Iowa.
1971.
69 p.
Bibliography p. 59.

In a comprehensive examination of special degree programs, Mr. Troutt includes carefully documented references to the development of the concept of external degrees in the United States. He refers to educators involved, to important trend setting conferences, and to the audiences for which special degree programs are designed. The methodology of the Bachelor of Liberal Studies and the Master of Liberal Studies is carefully presented in detail to serve as a pattern for study. Mr. Troutt forecasts the future of special degree programs and notes the importance of the programs at the State University of New York at Brockport and the Bachelor of Independent Studies Program at Brighton Young University. He lists important academic landmarks affecting future adult degree programs and publications he considers noteworthy. The appendices include lists of the courses, reading materials, the faculty of the University of Oklahoma program, selected references and a list of external and special degree programs prepared by the National University Extension Association.

Trow, Jo Anne J.
394. - "Higher Education for Women."
Improving College and University Teaching.
20; 1; 19-20.
Winter, 1972.

(EJ 057313)

Higher education for women must become more innovative, more flexible, more open, more receptive, and less discriminatory.

T.

Truskie, Stanley D.
395. - "Non-Traditional Study for Adults Seeking College Degrees." International Journal of Continuing Education and Training. 3; 2; 85-91. Fall, 1973.

(EJ 098922)

Non-traditional study (its nature and its appropriateness in adult higher education) is examined from the viewpoint of an adult educator in higher education. Six factors are cited which should be included in a feasibility study of non-traditional studies to help determine the studies' appropriateness.

Turnstall, Jeremy, Ed.
396. - The Open University Opens.
University of Massachusetts Press.
Amherst.
1974.
191 p. (ED 114105)

Conceived by the British Labor Government in the 1960's the Open University was viewed as a way to extend higher education to Britain's working class, but enrollment figures in classes that represent traditional academic disciplines show that the student population is predominantly middle class. Bringing education into the home presents numerous pedagogical problems; among them are: 1) translating lectures into self-explanatory, auto-instructional packages that can be delivered through the mail; 2) coordinating the instructional presentation to coincide with the availability of public broadcast time; 3) the design and publication of reading materials, experimentation kits, and exams; 4) organization of regional tutorial offices. The resulting individualized approach is impressively economical compared with the cost of the traditional university.

U.

UNESCO.

397. - Symposium on the Role of Higher Education in Life-Long Education: Final Report Supplement.

17 articles.
Moscow.
June 18-20, 1974.
Published in Paris, June 30.
1975.

This mimeographed material consists of a series of 17 articles signed by experts from different countries. As a whole, the articles analyze the growing phenomena of adult education, seen from the point of view of "life-long.education." The articles stress the point that universities must take on a new role: that of integrating the function of adult education. Due to several reasons, among which are growth of science and technology and the need to integrate the universities to society, and also for reasons of life-long individual potential growth and realization, or the betterment of life, this new outlook on education must be stimulated. In order for this to occur, adults must be studied in order to find out how they learn, and new teaching methods must evolve. Curricula must be modified to fit in with their new needs, and to do this, teachers must be trained in new ways. Among the new teaching methods analyzed are mass media communications and traditional cultural organizations, museums and the like.

UNESCO.

398. - Third International Conference on Adult Education, Tokyo: Final Report.

UNESCO.
Paris.
1972.

Union for Experimenting Colleges and Universities.

399. - Universities Without Walls: First Report.

Antioch College.
Yellow Springs, Ohio.
February, 1972.
48 p.

Booklet dealing with the University Without Walls with chapters on: the beginnings, the participating institutions, the planning process, getting under way, selection of students, the UWW Program and how it works, current developments, the award of the degree, research on the program, UWW and the minority student, costs, other ideas, a summary and concluding remarks.

U.

Union for Experimenting Colleges and Universities.

400. - University Without Walls: A Proposal for an Experimental Degree. Program in Undergraduate Education.
Yellow Springs, Ohio.
April, 1970.
59 p.
(ED 067064)

This proposal outlines an alternative plan for undergraduate work that can lead to a college degree. The project, called the University Without Walls, is being implemented in a total of 16 institutions in which groups of 75 to 100 students are participants. The project abandons almost all traditional aspects of college education, in that it serves persons of all ages, is operated away from the traditional classroom, has as instructors persons outside of the academic field, emphasizes student self-direction in learning, and aims to produce not finished graduates but life-long learners. Moreover, the program is so organized that it promises in time to reduce the costs of higher education without impairing quality and standards of student undergraduate educational programs.

University of California.

401. - Degree Programs for Part-Time Student: A Proposal, A Report of the President's Task Force on the Extended University.
The University of California.
Berkeley, California.
November, 1971.
56 p.

Fifty-four recommendations aimed at expanding the degree program opportunities for part-time students by giving attention to new approaches to admissions, to the development of new curricula, to establishing on each campus a unit to develop and administer extended degree programs. Appendices contain information on assessing the market, establishing learning centers, and utilizing new instructional technologies.

University of the State of New York.

402. - The Regents External Degree: Handbook of Information for Candidates.
Albany, New York.
1972.

This descriptive brochure has information about special degree programs, which accept credit by examination, from any accredited college, from the Armed Forces Institute, and through special oral, written, and performance examinations. Applicants need not be residents of New York State.

U.

University System of Georgia.

403. - An Interim Report of the Ad Hoc Subcommittee on the External Degree: Developing External Degree Program (s) in the University System of Georgia. Second Working Draft.

Atlanta, Georgia.
March 31, 1972.
29 p.

(ED 086109)

Dimensions and perspectives of the external degree as a potential thrust for the University System of Georgia, are explored in this report. Emphasis is placed on a definition of terms, significant developments in the external degree movement, the scope of educational decision-making required in planning external degree programs, forces opportunities for improvement. Recommendations suggest: 1) The University System should mount a serious and consistent study and planning effort leading to the development and offering of one or more external degree programs. 2) Strategies and structure for planning and implementing programs must be carefully developed to synthesize interests and to reconcile divergent viewpoints. 3) A market survey and a review of the experience with programs should be undertaken. 4) The program should be designed to maintain and enhance quality standards. 5) Planning and implementation of the program should utilize input from a wide variety of resource people and specialists.

University of Massachussetts.

- Report of the President's Committee on the Future University of Massachussetts.

See No. 348.

Uribe, Gloria M.

404. - Ejemplos de Inovaciones y Reformas en la Educación Superior: Estados Unidos.

Banco Interamericano de Desarrollo.
Washington, D. C.
Abril, 1974.
32 p.

This document is a review of the principal innovative higher educational programs currently under way in the U. S. Those institutions are: The Evergreen State College, of Olympia, Washington; Hampshire College of Amherst, Mass.; Old Westbury College, of Old Westbury, N. Y.; Florida International University, of Miami, Fla.; Delta College, of University Center, Ma.; University of Wisconsin, Wis.; Empire State of Minn. Metro Colleges; University of California, Santa Cruz, Ca.; The University of South Florida, of St. Petersburg, Fla.; University of the Pacific, of Stockton, Ca.; Nova University of Ft. Lauderdale, Fla.; University Without Walls, of the Union Experimenting Colleges and Universities, of Yellow Springs, Ohio; The Open University, U. S. A.-

V.

405. Valley, John R.
- " An Inventory of External Degree Programs and Proposals."
Educational Testing Service.
Paper.
March 3, 1971.
33 p.

This is an inventory of operational external degree programs including the degree that can be awarded and institutions from which it may be obtained. The name of the proposal is not always the same as the final program. This is of particular value as a cross reference to citations of programs, particularly valuable to enrich other references to programs.

406. Valley, John R.
- "A Supplement to an Inventory of External Degree Programs and Proposals".
Educational Testing Service.
May 7, 1971.
18 p.

Updated Inventory of External Degree Programs and Proposals, using same form as first paper. Arthur D. Little Plan is described in the paper. The two Valley papers are valuable references to planned external degree programs.

407. Valley, John R.
- Increasing the Options. Recent Developments in College and University Degree Programs.
Avail: Educational Testing Service. Publications.
Order Office, Princeton, New Jersey.
1972.
55 p.
(ED 073733)

This volume provides an extensive compendium of information about the changes occurring in higher education that are expanding the opportunities through which individuals can learn and gain recognition for that learning. The first section of the report is concerned with programs that were operational by fall 1972 while the second section focuses on activities still in a proposal or planning stage. The third major section describes the studies and investigations that have occurred and reports that have been prepared to undergird the development of new programs.

V.

Valley, John R.
408 - Promising Program Ventures: A Review of Recent Developments Regarding the External Degree.
Paper presented at a Regional Meeting of the American Association for Higher Education (Memphis, Tennessee, October, 1973).
Educational Testing Service.
Princeton, N.J.
Dec. 1973.
18 p.
Bibliography. (ED 091536)

In analyzing past and present conditions of external degree programs, it is apparent there is emerging support for lifelong learning. There has been an increase of American interest in the external degree program, particularly during 1970. There are five external degree-related developments which contribute to increasing lifelong learning opportunities: 1) the extension of degree granting authority, 2) the geographic extension of instituional operations, 3) the use of the community as an educational resource, 4) the stimulation of external degree programs for facilitative and supportive services, and 5) the observations and recommendations reflecting professional opinions. Competence has become the organizing basis for degree programs. If external degree programs encourage learning outside traditional patterns of residential study, such programs increase the need for techniques and services for assessing learning whenever or wherever it may have occurred. The major approaches receiving attention are credit by examination, course evaluations, individual assessment, and validation model external degree programs. There are problems in the programs which require resolution, however, before the "Learning Society" becomes a reality. (A 32 item bibliography is included).

Van Dyne, Larry A.
409 - "The University of Wisconsin Reaching Rural America".
Change.
5; 1; 38-41.
Feb. 1973.
(EJ 070058)

Project Rural Family Development combines television, home study materials, telephone problem solving service and home visitation into an effective new educational system.

V.

410. Venables, Peter.
- Non-Traditional Studies: What Can America Learn from Great Britain?
American Association for Higher Education.
Address presented at Concurrent General Session 11 of the 27th National Conference on Higher Education
Washington, D.C.
March 6, 1972.
19 p.
(ED 061873)

This paper presents an outline of Great Britain's Open University from its ideological inception through its ultimate development and present functioning. The objectives of the University appear in the charter as follows: "The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means, such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars, and in other relevant ways, and shall be to provide education of university and professional standards for its students and to promote the educational well-being of the community generally." Thus, a multimedia approach to learning has been instituted at the University. A Summary of the structure of courses, the means of assessing student's work, and the procedures for admitting students to the university are included in the report.

411. Vermilye, D.W. (Ed.)
- The Expanded Campus, AAHE Current Issues in Higher Education, 1972.
Jossey-Bass.
San Francisco.
1972.

The twenty-five essays by various educators are grouped into the categories of the Carnegie Commission: point and counterpoint, women and blacks in higher education, the anachronism of the gentleman scholar, breaking time-space patterns, curriculum and instruction, autonomy and control, and an epilogue.

412. Vermilye, D.W.
- Lifelong Learners - A New Clientele for Higher Education.
Jossey-Bass.
Washington.
1974.

V.

Videocassette Industry Information Service.

413. - Videocassete Industry Guide.
North Hollywood, Calif.
1972.

This first annual guide lists addresses and brief descriptions of companies involved in all aspects of the videocassette industry.

Volk, J.

414. - The Reston, Virginia, Test of the MITRE Corporation's Interactive Television System.
MITRE Corporation.
McLean, Va.
1971.

This report describes a system using standard television receivers as remote (home) computer-driven displays; the signals are transmitted by microwave link and thence by CATV; home terminal users communicate with the computer through their twelve-button push-button phones.-

W.

Walkup, B.S.
415. - External Study for Post-Secondary Students: Original and Supplement
College Entrance Examination Board.
Office of New Degree Programs.
New York.
1972.

The 244 references, mostly abstracted, in this bibliograpy are divided into bibliographies and reviews, directories and inventories, innovation, adult and continuing education, correspondence and home study, credit by examination and guidance, College-Level Examination Program, external degree programs, technology, and innovation.

Wall, Milan.
416. - "Technology Takes College to the Students".
College Management.
9; 8; 14-15.
Oct. 1974.
(EJ 104417)

Several midwestern state universities have created a unique new regional university which promises to provide a model for regionalization of postsecondary education programs as well as for the use of technology in making college courses available to people in their homes.

Wallace, Anthony F.C.
417. - "Schools in Revolutionary and Conservative Societies."
Anthropology and Education.
Edited by Frederick G. Gruber.
University of Pennsylvania Press
Philadelphia.
1961.
pp. 25-54.

In this provocative essay, Wallace develops a theory of education and social change that has direct relevance for the study of non-formal education. Human learning is arranged on a scale of generality in which each category is contained in, and implied by, its succeeding category. "If we take schooling as the initial category, it is followed by education, then enculturation, then learning itself." Matter to be learned is

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trichotomized as technic, or reinforced "how-to" learning; morality, a particular kind of socially approved value exemplified by heroic actions, by a potentiality for sacrifice for the community's welfare; and intellect the manipulation of cognitive forms, such as an aspect of culture in detachment from technics and morality.

Societies in a revolutionary stage undergoing a revitalization movement (such as China and Cuba) are seen as emphasizing morality, intellect, and technic in order of relative perceived importance. Conservative or post-revolutionary societies (such as the United States) tend to stress technic, while reactionary societies (such as Portugal and South Africa) are post-conservative societies undergoing challenges from budding revitalization movements. They seek to preserve the values of an earlier revolutionary phase and stress these values, which the conservative society cherished and elaborated. Thus, "with each of the major value orientations (i.e., revolutionary, conservative and reactionary) there is associated a philosophy of schooling which characteristically assigns priorities to the matters of learning in schools."

Ward, Ted.

418. - Effective Application of Instructional Technology to Non-Formal Education.
East Lansing: Learning-Systems Institute.
Michigan State University.
1971.
5 p.

Ward discusses how instructional technology can help non-formal education programs to clarify objectives and deal with matters of "how, where, and using what" to accomplish educational objectives and assess results. He also comments on applications in ethno-pedagogy ("the study of relationships between culture and styles of teaching") and proposes three research problems relating "studies in ethno-pedagogy to the matter of non-formal education." A six-page paper entitled "Non-Formal Education as a Problem of Educational Anthropology" of the author is a companion piece.

W.

419. Warren, Hugh.
- "Vocational Education and the Training of the Skilled Worker in Sweden."
Vocational and Technical Education.
UNESCO.
Paris.
1967.
pp. 85-87.

An examination is made of different types and levels of vocational technical schools in Sweden to show the close cooperation between the state and industrial representatives in the planning, organization, and control of non-formal vocational education. Postwar efforts at industrial recuperation have involved the planning and control of vocational education at two levels. First, responsibility for revising vocational training needs, expansion of vocational education, supervision of industrial committees, and initiation of policy belongs to the Joint Vocational Training Council made up of representatives from the Swedish Employers Confederation and the Federation of Trade Unions. The Council is under the overall supervision of the Labour Market Organization. Second, the educational responsibility rests upon the Board of Vocational Training, which is made up of representatives of the Labour Market Organization, of industry and commerce, and of the Ministry of Education. The Board is an integral part of the Ministry of Education.

The workshop school, of which there are three types, is the basic vocational school. One type is the municipal workshop school, which trains particularly for the manual trades. The second type is the central workshop school, which offers training in rural and coastal trades. These schools offer both theoretical and practical training. The third type, the "works integrated" school, offers technical training combined with practical training in an industry. Besides the three types of vocational schools, there are also advanced technical schools for more complex training. The study concludes that the vocational school system in Sweden has worked well so far, and, as such, the apprenticeship system is fast declining in popularity in a world where the apprenticeship system is still popular.

W.

420. Warren, Hugh.
- "Vocational Education and the Training of the Skilled Worker in Yugoslavia."
Vocational and Technical Education.
UNESCO.
Paris.
1967.
pp. 99-103, 131-34.

The various opportunities available for training different grades of industrial workers are examined. Training for the lower-level technician grade is done along four different lines. First, there are technical schools, which offer two to three years of theoretical and practical training in equal amounts of time for students with the basic eight-year education. There are, second, work schools, which offer both theoretical and practical training in schools located on the premises of industrial firms in a manner similar to the Soviet "factory schools." The recent tendency has been for the technical schools to undertake more of the theoretical instruction for the "work-schools." Third, there are "apprentice schools," whose entrants, must have had eight years education and must attend two to three years of part-time classes in the school. On-the-job training is the fourth type of training, usually offered to those with very minimal educational background. Training for middle-level and higher-level technician grades is done within Secondary Technical Schools and Higher Technical Schools.

The author reports that on-the-job training for lower technicians has not been successful, due to the inadequate educational background of entrants and the unsystematic training and examination systems. The latter problem is presently receiving the government's attention. Training in any institution is often specialized --there are technical schools, "work-schools," and so on for shipbuilding, mining, building, and civil engineering. The author suggests that this specialization has tended to raise the level of training offered in the institutions and has stimulated a recent tendency in a number of industries to establish their own separate or common technical non-formal training courses.

W.

Washington State Council on Higher Education, Olympia.

421. - Exploring the External Degree. Conference Report. Papers presented at the conference concerning the external degree (University of Washington, Seattle, May 24, 1973); prepared in cooperation with the Washington State Select Commission on Non-Traditional Study.
1973.
177 p.
(ED 095787)

This document reports on the May 24, 1973 conference at the University of Washington concerning the external degree. Emphasis is placed on the future needs of higher education, the external degree, the student population for the external degree, England's Open University, and external degree models in Colorado, California, New Jersey, and Minnesota. Summaries of group discussions and a list of conference participants are included.

Watson, Goodwin.

422. - "For Further Information".
New Directions for Institutional Research.
1; 4; 85-88.
Winter, 1974.
(EJ 11280)

An overview of the most important materials on nontraditional study from the past six years.

Watson, Goodwin.

423. - "Origins, Intent, and Current Developments".
New Directions for Institutional Research.
1; 4; 1-18.
Winter, 1974.
(EJ 112775)

An overview of the ways nontraditional education uses alternative content, instructional procedures, locations, technical aids, and assessment to meet the needs of both old and new students.

W.

424. Welsh, James.
- "Perspectives: NCERD's Silberman."
Educational Research.
(Official Newsletter of the American Educational Research Association).
XXII.
May 1971.
pp. 1-2.

The Associate U.S. Commissioner for Educational Research and Development, Harry F. Silberman, is planning to redirect research priorities in the Office of Education's NCERD. In order to give the public more of its tax dollar, Silberman will stress projects that seek better ways to make people, young people especially, employable. He hopes to go far beyond " a retread on traditional research on vocational education" and instead to seek "alternatives, and perhaps quite radical alternatives," to the way this nation has tried to prepare people for careers and jobs.

The most challenging of these might establish non-formal learning settings quite apart from the schools in a type of employer-based education in which employers would form and operate learning centers, permitting students to opt for non-formal rather than formal schooling with opportunities to move back and forth between the school world and the job world. The second model aims at establishing what Silberman calls a "home-based support system" for better kinds of career education and job preparation. It might include new kinds of television broadcasting --"something like a Sesame Street for career development"-- or programs specially developed for adults seeking retraining. The third model would aim at a substantial upgrading of existing school-centered career development programs. Welsh notes that other governmental agencies, notably the policy-planning office of the Department of Labor, are also thinking hard about the employability problem of young people and that Silberman's strategy has the kind of "social immediacy which appeals to Congress."

W.

425. White, Robert W.
- Lives in Progress.
Harvard University.
Holt, Rinehart and Winston.
New York,
1966.

The book analyzes the development of normal personality, as seen through three case studies of individuals, taken at different critical periods of their lives. A description is obtained of their childhoods, adolescence and mature years, as observed, both through personal narration and multiple psychological tests, conducted at different chronological stages. Objective conclusions are reached on certain key patterns on the development or defective development of personality and on what seems to be the mature personality. The author analyzes hereditary and environmental factors that go to form personality and how certain factors inherent in American society mold, at least in part, the individual that develops within its framework. Although many factors of a social type, made this pattern vary, the fundamental characteristics of being "American", are scrutinized.

The book concludes that no one factor, neither biological, social or psychodinamic, is the sole force in the molding of the individual, but that all these go to influence it, creating as a result, mature but completely unique individuals. The concluding chapters describe five basic trends in growth of personality which go to make up a truly mature person.

426. White, Sally.
- Physical Criteria for Adult Learning Environments.
Oct. 1972.
30 p.
(ED 080882)

The development of learning environments especially for adults has been neglected and research in planning such environments is fragmented and minimal. There is general agreement that facilities for adults should have an aura of adulthood to contribute to an adult's feeling of ease, confidence, and capability; that they should be flexible in room configuration, ability to change the environment, and availability of multi-purpose equipment; and that social and phsychological implications of seating arrangements should be considered. Specific findings cover space, fixtures, and furniture; the use of colors and lighting; other visual and

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auditory factors such as the disruptive quality of clutter and decrements in hearing ability among adults; and recommended temperature, humidity, and air motion. Sources of further information include the educational facilities laboratories, the Kellogg Foundation, business firms which train large numbers of employees, and hotel and motel chains. A 54 item annotated bibliography of books, articles, and reports and a 6 item listing of bibliographies on educational environments supplement the text.

White, Thurman J.
427. - Higher Adult Education in North America,
Prepared for ICUAE/UNESCO Book.
Jan. 1972.
32 p.
(ED 062595)

A history of the development of higher adult education in the United States and Canada is presented. The point is made that higher education in North America includes a variety of post-high school institutions, including universities, senior colleges, junior colleges, community colleges, technical institutes and professional schools. A study of the organizational structure of the National University Extension Association (NUEA) reveals the pattern of the historical evolution of higher adult education. At the time of organization the emphasis was on methods of extension, primarily classes and correspondence study. Now the structure not only continues to recognize the common concerns for methodology but has expanded to provide for sharing concerns in program content, e.g., social problems, professional continuing education. It is stated that the most distinctly innovative expansions in higher adult education have occurred since World War II. Two are: 1) the development of residential centers for continuing education, and 2) the development of special degree programs for adults. Finally, it is pointed out that the universities in the 1970's face receding public support. Various possible responses to this lack of support are discussed.

Whitelock, Derek A. (Ed.)
428. - Adult Education in Australia.
Pergammon Press.
Oxford.
1970.
300 p.

This evaluation national survey begins with a brief historical review of Australian adult education, followed by its current (1968) profile and features of the overall educational system. The next six chapters consider the role played by universities, federal and

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state governments' the Worker's Educational Association and other voluntary organizations, educational radio and television, rural extension, and the nation's emerging residential adult-education movement. Professional refresher courses, aboriginal adult education, and other provisions for special groups are noted, as well as adult educator training and research, educational implications of the book publishing and mass media industries, educational opportunities in the Australian Army, university-level external (off-campus) study, and the 1966-67 crisis caused by the Australian Universities Commission's recommendation that universities abandon participation in adult education. The last five chapters present comparisons with adult education in New Zealand and overseas, issues in science education, and an assessment of future trends and opportunities.

Winslow, Ken.

429. - "Type 1 Plus Video Cartridge - 'Instavision,'".
Educational Television 11.
October, 1970.
pp. 6-7.

Examines the relationship of Ampex's Instavision to the "Type 1" technical standards adopted by the Japanese video industry.

Wisconsin University, Madison.

430. - University of Wisconsin-Madison and Open Education.
A Report to the UW-Madison University Committee by a Special Faculty Committee on University Outreach Functions.
1975.
52 p.
(ED 104184)

This document supplies a detailed rationale for four principal recommendations: 1) that the campus revise, adapt, or develop selected programs in keeping with open-education patterns, thereby making educational opportunities more readily available to significant constituencies not presently being served; 2) that campus departments schedule more of their regular on-campus credit courses and programs at nontraditional houses to better serve a growing metropolitan-type citizenry with clear need for lifelong learning opportunities; 3) that campus departments reaffirm their responsibility for all credit-bearing instruction, develop and offer appropriate instruction services and coordination; and 4) that the campus reaffirm its traditional commitment to broad non-credit educational outreach and develop those faculty policies and administrative arrangements that will assure a close relationship among university teaching, research, and outreach in the interests of effective public service of high quality.

W.

Woditsch, Gary; and others.

431. - Assaying the Great Cargo Cult: Recent Research on Learner-Centered Curricula.

Paper presented at the National Conference on Higher Education sponsored by the American Association of Higher Education.
(30th, Chicago, Illinois, March 1975).
(ED 104247)

This paper presents a brief overview of current research on learner-centered curricular reform and of some of the issues attendant to its character and quality. Seven groupings of learner-centered reform are discussed in relation to current research and findings: performance and competency-based programs, personalized instruction, cooperative learning and programs for the nontraditional student, time-ahortened baccalaureate programs, interdisciplinary programs, individualized degree programs, and independent study.

Wong, Mike D.

432. - The Role of Technology in Non-Traditional Higher Education.

Washington Univ., St. Louis, Mo.
Center for Development Technology.
Washington University.
1973.
322 p.
(ED 094760)

The role of technology in non-traditional higher education is analyzed with particular emphasis on technology-based networks. A brief overview is presented on non-traditional programs, institutions, and consortia. Non-traditional programs which utilize technology are studied. Technology-based networks are surveyed and analyzed with regard to kinds of students learning locations, technology utilization, inter-institutional relationships, cost aspects, problems, and future outlook. An appendix contains a comprehensive description of existing networks.-

Y.

433. Yeager, John. L.; Davis, Diane J.
- The Development of an Instructional Delivery System for External Studies in Higher Education.
Pittsburgh Univ., Pa. School of General Studies.
Paper presented at the American Educational Research Association annual meeting.
New Orleans.
Louisiana.
February, 1973.
15 p.

(ED 081318)

Recognition of that segment of the population to whom higher education is inaccessible is leading many universities to consider the potential of initiating non-resident study programs. The characteristics of the delivery system implemented to transmit the instruction are of primary consideration in the design of such programs, since these characteristics interact in delimiting student population, instructional methods, and program goals. This paper investigates the feasibility of various kinds of instructional delivery systems, with specific reference to the effectiveness of four different systems currently being pilot tested at the Univ. of Pittsburgh.-

Z.

Zahn, Jane, C.

434. - "Differences Between Adults and Youth Affecting Learning". Adult Education.
V. 17 , No. 2, p. 67-77.
Winter, 1967.
11 p.

In cross-sectional studies comparing intelligence in adults with that in youth, decline in intelligence is observed as age increases. More meaningful comparisons, in longitudinal studies, show no decrease in intelligence, and, in some cases, an increase. When learning ability was measured without strict time limits, it did not decline between 20 and 60 years of age. Performance on test varies, older persons doing better on vocabulary tests; the number of years of formal schooling influences performance, as do health and physical differences. It is more difficult to change the perceptions of an adult than of a child because the adult has had more prior experience. However, if adults learned how to learn when young and continued their learning in adulthood, the habit of learning is so strong and the strategy of learning so well developed that learning new material will be even easier for them than for children. Methods of teaching the young cannot be transferred without change to teaching adults; teachers will need patience to allow for the extra time and extra teaching skill necessary.

Zeigler, Warren L.

435. - Recurrent Education: A Model for the Future of Adult Education and Learning in the United States.
Syracuse Univ. Research Corp.
N.Y. Educational Policy Research.
Center.
May, 1972.
33 p.

Recurrent education, as developed in the past four or five years in a number of European countries, is seen as a process of formal, full-time, for credit instruction for adults beyond the age of compulsory schooling in which participation was supposed to take place during intermittent periods throughout the adult working life-span. This would include provisions for reciprocal entrance and exit between recurrent education and work experience. The central feature is the emphasis on formal instruction for credit that leads to certificates of completion recognized in the society as credentialling

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the student to perform occupational or job-related functions in a production and service economy. While there is serious doubt about the desirability of recurrent education as a substitute for higher education, adult education, or adult learning, the metaphor of recurrent education can be used to teach us something about alternative social meanings available for the future of postcompulsory education. After examination of the implications of the concept of recurrent education, it is found that the future of adult education and learning is not best served by the recurrent education model imported from Europe.

Zetterberg, H.L.
436. - Museums and Adult Education
Augustus M. Kelly.
New York.
1969.
(ED 042085)

This report gives a brief history of museums, suggestions on how to provide educational services for adults, and relationships of adult education with other functions, such as youth education and scholarly research.

Zigerell, James J.
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216 - Automation and Technology in Education.

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69 - Conference Proceedings: The First Annual National Conference on Open Learning in Higher Education.

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201 - Cross Currents, XXI: The Institutional Spectrum.

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303 - Prospects: Quarterly Review of Education: The Theory of Deschooling Between Paradox Utopianism.

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29 - Report of a Visit to the University Without Walls by the Union for Experimenting Colleges and Universities Yellow Springs, Ohio, May 1972, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools.

340 - Research for Educational Planning: Notes on Emergent Needs.

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237 - Policies, Procedures and Politics Affecting Experimental Learning.

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137 - Bibligraphy on Aspects of Non-Traditional Study in Higher Education.

231 - Build if You Must, But Consider ...2 Non-Campus Facilities. Planning for Higher Education; Vol. 3; No. 2; April 1974.

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25 - College Board Review: Postponing College; Alternatives for an Interim Year.

74 - College Without Classes Credit through Examinations in University Adult Education.

42 - Community and Junior College Journal.

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4 - An Open University/External Degree Program for Massachusetts. Recommendations Concerning a Possible Organizational Structure.

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131 - Empire State College Catalog 1971.

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174 - Legal and Other Constraints to the Development of External Degree Programs, Vols. 1 and 11. Final Report.

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359 - European Selective Bibliography on Adult Education (1966-1971) Bibliography Series 6.

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